

• ТЕОРЕТИКО-МЕТОДИЧНІ, МЕДИКО-БІОЛОГІЧНІ  
ТА ПСИХОЛОГІЧНІ АСПЕКТИ ФІЗИЧНОГО ВИХОВАННЯ

• THEORETICAL AND METHODOLOGICAL, MEDICAL, BIOLOGICAL  
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## TOPICAL PROBLEMS OF PROCESS OF PHYSICAL EDUCATION STUDENTS

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**АКТУАЛЬНІ ПРОБЛЕМИ ПРОЦЕСУ ФІЗИЧНОГО ВИХОВАННЯ СТУДЕНТІВ.** Іванна БОДНАР. *Львівський державний університет фізичної культури*

**Анотація.** Удосконалення процесу контролю у фізичному вихованні студентів вищих навчальних закладів, імовірно, сприятиме формуванню позитивного ставлення студентів до фізичного виховання й бажанню набути навичок активного проведення дозвілля. Мета – дослідити сучасний стан реалізації педагогічного контролю у процесі фізичного виховання студентів вищих навчальних закладів. Опитано 54 викладачі фізичного виховання вищих навчальних закладів України та 53 магістранти факультету фізичного виховання. Здійснювалися педагогічні спостереження на заняттях з фізичного виховання у 23-х вищих навчальних закладах України. Проведені дослідження виявили низку недоліків у контролі в системі фізичного виховання студентів, серед яких найвідчутнішими є ігнорування оцінювання теоретико-методичної підготовленості студентів; несистематичність проведення вимірювання ЧСС; відведення медико-педагогічним спостереженням другорядної ролі; відсутність належного рівня готовності викладачів до перевірки й обговорення результатів самоконтролю студентів. Імовірним напрямком поліпшення може стати ширше застосування самоконтролю студентів та впровадження взаємоконтролю студентів під час академічних занять з фізичного виховання.

**Ключові слова:** виховання, студенти, контроль.

**Problem statement.** Control (verification, evaluation, registration) appears to be one of the most significant components in the management of physical training educational process in higher school. It has been verified [3] that the conventional means of control neither contribute to the development of a positive attitude to physical education among the students, nor foster their aspirations to acquire knowledge and skills of self-sustaining physical activities. This emphasizes the necessity of holding further research aimed at improvement of the situation that has arisen in the sphere of physical education of students.

**The analysis of recent research and publications.** According to the experts' opinion [1, 2, 7 et al.], self-control is an efficient didactic means of the students professional and personality development. Students' academic progress enhancement through self- and mutual control could be achieved due to educational activity enlivening, keen interest in knowledge as well as optimization of moral and psychological condition of both the students and the whole group. While performing the self- and mutual control tasks students stir up their self-knowledge: they investigate individual characteristics of their own body, particular reactions to the environmental changes, to social situations' effect. The students develop critical attitude to their own abilities and resources. They can assess the results of their studies more objectively; they became more responsible and strict developing such personal qualities as honesty, impartiality, collectivism and the like [1, 5, 6, 7 et al.].

The problems of physical control in physical education have been in the focus of attention with a large number of investigators (M. Shcherbey, 2005, O. Kuts, 2001, T. Krutsevych, 2005, P. Mushketa, 2007, M. Isachenko, 2008 etc.). Possibilities of application of module rating system have been established (Л. Bezugla, 2007, Y. Safrin, 2010); functions, aspects, forms and methods of control (M. Matvienko, 2010); biomechanical technologies of control (I. Chmelnytska, 2009); students' self

control as a factor of motivating influence upon results of physical efficiency (O. Podlesnyj, 2008); evaluation of physical education depending upon dynamics of test results (A. Seleznov, 1991, B. Volkov, 2008). It is ascertained that control on behalf of a teacher is rather administrative by its nature and performs diagnostic, estimative and corrective functions, whereas students' self- and mutual control is of an educative nature and performs corrective, estimative and motivationally encouraging functions [4].

**The aim** of the research is to clarify the contemporary state of pedagogical control implementation means in the process of physical education of higher school students.

**The tasks were as follows:**

1. To analyze the frequency and the forms of control realization concerning theoretical and methodical efficiency of the students.
2. To expose the frequency of medical and biological control during physical education classes.
3. To clarify the frequency of utilization of self-control means on behalf of the students during physical education classes.

**Methods and research management.** Methods: literary sources analysis, questionnaire, pedagogical observations and mathematical statistics methods.

**Research management.** Fifty-three undergraduates specializing in physical education were interrogated concerning the significance of control in physical education of the students. Pedagogical observations during physical education classes were carried out in 23 higher educational establishments of Ukraine.

**Research results and their discussion.** The undergraduates (78,00 %) confirmed that the existing system of control in physical education needs improvements, which emphasizes the topicality of our research.

The results of pedagogical observations carried out during physical education classes at higher educational establishments of Ukraine indicated that in 40,98 % of the cases instructors conduct theoretical and methodic check up of the students' knowledge once a month. The ratio, which equals to one checkup during a term (9,84 %), at each class (18,03 %) and once a year (11,48 %) is applied by a similar number of physical education instructors. In 19,70 % of the cases physical education instructors do not accomplish control of theoretical and methodical efficiency of the students. We consider it wrong and unfair to diminish the role of theoretical and methodological efficiency of the students, for it goes contrary to educational plans and programmes in which theoretical and methodological knowledge and skills sustain academic authenticity of physical education as a comprehensive subject. The knowledge of this subject affects the creation of pedagogical, psychological and medical ideas that enrich the spiritual and physical existence of a student, assist in developing a specific attitude to a healthy mode of life, and enhance the probability of students' participation in the whole range of motor activities.

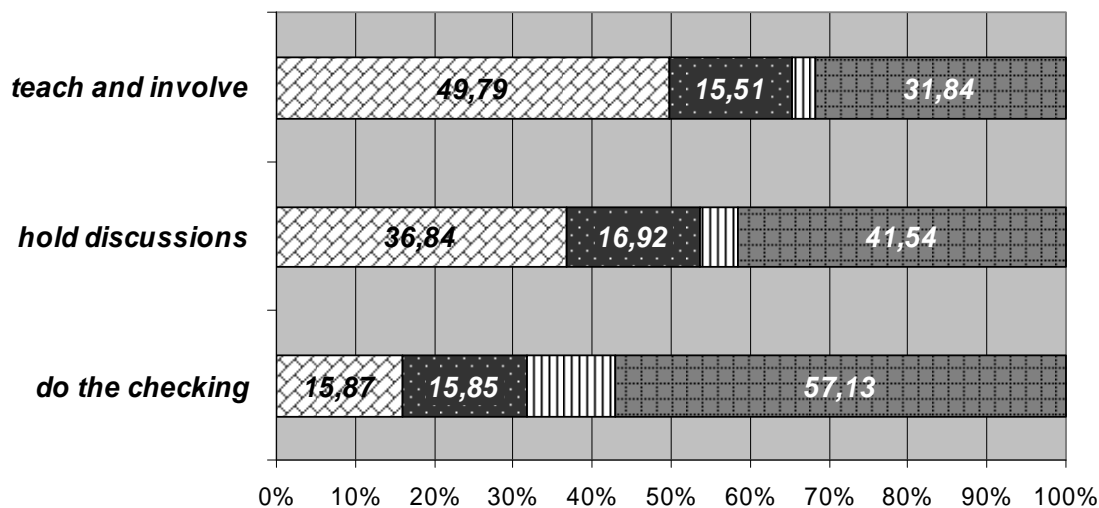
Usually the control of theoretical and methodological efficiency of a student is carried out by means of a talk (42,51 %). Sometimes (20,96 %) the knowledge of theoretical and methodological material is assessed directly during exercise performance.

In the majority of cases (70,37 %) the instructors did not take the exercise heart rate during physical education classes. Only 18,52 % of the instructors monitored heart rate at the beginning and at the end of the classes. In a small amount of cases (11,11 %) the instructors made records of heart rate indices only at the beginning of the classes. Thus the results of our investigation testify to the effect that heart rate monitoring of the students is practically not applied by the physical education instructors. That means that in the majority of cases the experts do not possess enough information about the real functional state of a student's body, about his abilities to sustain further physical loads or how those loads might be tolerated by him. This fact complicates significantly the choice of reasonably optimal exercise loads, the adjustment of these loads, hinders the troubleshooting in the forms and methods of students' physical education.

Nowadays medical and pedagogical observations during physical education classes acquire great significance as we can witness dramatic worsening of the adolescents' health condition. Nevertheless the majority of higher institutions in Ukraine (45,28 %) do not introduce neither medical nor

pedagogical control. Some 32,45 % of higher schools in Ukraine conduct medical and pedagogical monitoring of their students during physical education classes only once a year. One out of every four higher educational institutions (22,27 %) accomplishes it once in a term. Lack of the information mentioned above prevents to implement the essential socio-biological function of physical education, which consists in training healthy, harmoniously developed young people, preparing them to a comprehensive creative life and efficient professional activity.

According to the questionnaire the majority of undergraduates (82,00 %) consider that the introduction of self- and mutual control might become an effective instrument of physical education process improvement. Teachers never check the results of students self control in more than in 55 % of cases, do not discuss its results with students more than in 40 % of cases, do not utilize teaching self control methods and do not involve students in its application more than in 30 % of the cases. Nevertheless more than 40 % of instructors neither examine their students' skills and abilities to execute self-control during physical education classes, nor give careful consideration to students' achievements. Only half of the total number of the instructors (49,79 %) give certain instructions or involve the students in a certain way to self-control during physical education classes (fig. 1). This fact testifies to the absence of feedback which provides the efficacy of the valuation aspect in physical education.



Conventional signs:

at every class     
  once a term     
  once a year     
  don't use

Fig.1. Frequency of various types of students' self-control in physical education

Control of health level is supposed to be one of the main aspects of control in the physical education process. Teachers of physical education use the results of the dialogue with their students concerning how they feel while evaluating their state of health (49,54 %). The results of the analysis and of the objective parameters (HR, BP, tests of Gentchi, Stanger and Romberg etc) are being applied in the equal number of cases (21,10 % i 24,77 % accordingly). Thus responsibility for functional state and physical working capacity at lessons of physical education is being put by the teachers upon their students in the twice smaller number of cases. But lack of skills of appropriate evaluation of self efficiency level, complicated the assessment of self indices and their comparison with normal ones and those of other students as well as lack of skills of organization and carrying out the testing session. Moreover the lack of skills of making corrections in physical loadings during physical exercises necessitates both the teachers' control and improvement of theoretical and methodic efficiency of the students in self and mutual control. Utilization of the forms of mutual control of students makes it possible to individualize loadings in the process of physical education and to reach activity and independence of students, create the most comfortable atmosphere for productive work.

It is highly probable that the main reason is hidden in the instructors' inadequacy or insufficiency of their knowledge of major issues of physical or functional condition control etc. According to the results of the teachers' self-evaluation concerning their level of theoretical and practical efficiency to arrange the students' self- and mutual control in the process of physical education, the average level equals 3,98 points. The teachers confirm that they are lacking knowledge of evaluation methods of the students' fitness as well as in control of their psychic state. That's a comfort that 94,69 % of respondents seek for professional perfection as they display the will to deepen their knowledge and skills of control management in physical education. The teachers of physical education departments are mainly interested in the ways of sustaining motivation to physical education among the students (16,90 %), their physical efficiency (16,21 %) and means of their fitness assessment (13,79 %); 38,41 % of those having been polled wish to acquire manual dealing with this problem and thus to improve their theoretical knowledge. Another way of increasing the teachers' efficiency (18,52 %) is to introduce the system of motivation for the students and teachers in order to increase their level of theoretical, practical and physical efficiency. Thus it is necessary to provide systematic advanced training for physical education instructors because control and registration maintenance, operative management during physical education classes turns to be one of the shortcomings in training future physical education experts. At the same time these abilities are considered to be one of the most complicated professional functions that require fundamental training [4].

### **Conclusions:**

1. The undertaken research discloses a number of drawbacks in the control management within the system of physical education of higher school students. The most considerable of them are the following: ignoring of students' theoretical and methodological training valuation; nonsystematic heart rate monitoring; attributing minor importance to medico-pedagogical observations; lack of appropriate attitude of the instructors to the necessity of checkup and further discussion of the students' self-control results.

2. It was found that during physical education classes at higher educational establishments of Ukraine instructors conduct theoretical and methodic check up of the students' knowledge once a month in 40,98 % of the cases.

3. It was identified that in the majority of cases (70,37 %) the instructors did not take the exercise heart rate during physical education classes. The majority of higher institutions in Ukraine (45,28 %) do not introduce neither medical nor pedagogical control.

4. It was discovered that the teachers never check the results of self control in students more than in 55% of cases, do not discuss its results with students more than in 40 % of cases, do not utilize teaching self control methods and do not involve students into its utilization more than in 30 % of cases. Teachers of physical education make use of the results of the discussions with their students concerning their state of health (49,54 %).

Special literary analysis and the questionnaire results testify to the fact that checkup and valuation procedures constitute important components of higher school students' physical education. We believe that broader implementation of students' self- and mutual control during physical education classes might open the ways for improvement. The students could apply the acquired skills during their independent exercising.

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### АКТУАЛЬНЫЕ ПРОБЛЕМЫ ПРОЦЕССА ФИЗИЧЕСКОГО ВОСПИТАНИЯ СТУДЕНТОВ

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**Аннотация.** Совершенствование процесса контроля в физическом воспитании студентов высших учебных заведений, вероятно, будет содействовать формированию положительного отношения студентов к физическому воспитанию и желанию приобретения навыков ак-

тивного проведения досуга. Цель – исследовать современное состояние реализации педагогического контроля в процессе физического воспитания студентов высших учебных заведений. Опрошено 54 преподавателя физического воспитания высших учебных заведений Украины и 53 магистранта факультета физического воспитания. Осуществлялись педагогические наблюдения на занятиях с физического воспитания в 23 высших учебных заведениях Украины. Проведенные исследования выявили ряд недостатков в контроле в системе физического воспитания студентов, среди которых самыми существенными являются игнорирование оценки теоретико-методической подготовленности студентов; несистематичность проведения измерения ЧСС; отведение медико-педагогическим наблюдением второстепенной роли, отсутствие надлежащего уровня готовности преподавателей к проверке и обсуждению результатов самоконтроля студентов. Вероятным направлением улучшения может стать широкое применение самоконтроля студентов и внедрение взаимоконтроля студентов во время академических занятий по физическому воспитанию.

**Ключевые слова:** воспитание, студенты, контроль.

## TOPICAL PROBLEMS OF PROCESS OF PHYSICAL EDUCATION STUDENTS

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**Annotation.** The improvement of control process in physical education of higher school students will probably assist in developing positive attitude of the students to physical education and induce them to active leisure. The aim of the research is to investigate the modern state of pedagogical control implementation in the process of physical education of higher school students. Fifty-four physical education teachers of higher educational establishments of Ukraine and fifty-three Master course students of physical education faculty have been polled. Pedagogical supervision was carried out in 23 higher educational establishments of Ukraine. The research in question discloses a number of drawbacks in the control management within the system of physical education of higher school students. The most considerable of them are the following: ignoring of students' theoretical and methodological efficiency valuation; nonsystematic heart rate monitoring; attributing minor importance to medical and pedagogical observations; lack of appropriate attitude of the instructors to the necessity of checkup and further discussion of the students' self-control results. We believe that broader implementation of students' self- and mutual control during physical education classes might open the ways for improvement.

**Key words:** education, students, control.

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