

переключення; опосередковано розвиваються динамічна і статична координація, а також зорово-просторове орієнтування. Однак вчителі фізичної культури, тренери вважають їх просто відпочинком для учнів і не завжди розуміють їхню розвиваючу психічну сферу спрямованості.

На наш погляд, необхідно ввести в навчальні плани вищих навчальних закладів фізичної культури і психологічних факультетів новий предмет “Інноваційні методи досягнення нових результатів у спортивній діяльності і психічному розвитку”.

Таким чином, синтез двох наук – психології і фізичної культури – все тісніше входить у науку та практику повсякденного життя. Це союз рівних партнерів, що допоможе перебороти зазначені кризові явища.

Література:

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PHYSICAL TRAINING AND DEVELOPMENT OF THE HIGHEST PSYCHICAL FUNCTIONS

Tetiana VISCOVATOVA

In article author shows the importance of the synthesis of two sciences: psychology and physical training.

REFORMS OF THE EDUCATIONAL SYSTEM AND MODIFICATION OF STUDENT EDUCATION IN UNIVERSITY SCHOOL OF PHYSICAL EDUCATION WROCLAW

Tadeusz RZEPA, Andrzej ROKITA

University School of Physical Education Wrocław, Poland

The reform in a popular understanding of the word is mostly associated with a certain type of circumstance conditioned by time, namely, a moment when ‘something’ starts to change or we start to improve ‘something’. The reform of education is similarly perceived; it is the situation when some changes are introduced in some particular circumstances and time. When we take into account some general changes of the system in the range of organisation and functioning of educational institutions, we must admit that this process seems to be correct. However, it is not the case when we consider ‘reforms as improvement, transformation and implementation of changes’ within the range of didactics. That means that some teachers – the ones who had appropriately formed personal qualities which combined intellectual and psycho-motorial values as well as the drive for social activity

always had opportunities 'to improve' and 'implement changes' which would facilitate the realisation of the didactic process in order to achieve better results of their work.

Therefore, an emphatic teacher, emotionally balanced, credible and with lots of ideas – in the range of creativity and improvisation – could always introduce reforms to his / her work on a constant basis. It seems that the reform understood in this way by many teachers is of special significance in the process of didactic and educational improvement, and the provisions contained in *Podstawy Programowe... 1999* (Programme Basics) which provided possibilities of creative and modern programming of education have become obvious.

However, it is teachers who decide about the success of the implemented since the school year 1999/2000 educational reforms. It particularly refers to the teachers who take part in the integrated education as this is the most significant period of time for the child who starts his / her education in the primary school. When the teachers familiarise themselves with the basic assumptions of the system of education, objectives, tasks and the contents of the programme, they will be able to interpret the accepted assumptions in such a way that all the students are appropriately encouraged to actively participate in this process.

The notion of 'activity' understood as 'a state of being active' referring to biological development and psycho-physical needs of the children in the integrated education thus becomes the most significant word (Koszczyk 2000b). Therefore, the process of getting to know 'everything' by the students in acting and emotional engagement provides the possibilities of the independent and creative participation of the children in the process of education. While the general assumptions of the reforms are close to the concepts of the world-wide education, the process of realisation of some of these assumptions is facing serious problems, mainly of the organisational and personal character.

The fact that there are no teachers who would be appropriately prepared in this range, not only the integrated education, as well as the underestimation of 'activity', meaning also the mobile activity, which is combined with the negative feelings that the teachers in grades I to III have towards the physical education, is significantly important not only for the success of the reforms but also for the attainment of didactic and education objectives (Koszczyk 2000a). In the present circumstances of the existing system, the theoretical basics of education refer to the process of making pedagogical work of school and teachers more human and subjective. Thus, school ought to be a place which provides possibilities of perceiving irregularities in the functioning of the student in society and also a place where a special sort of socialisation of the children takes place and where dignity, authenticity, truth and 'being different' become an ethos of a student.

A contemporary teacher should develop his / her abilities especially in the range of psychology, pedagogics and didactics within the range of the subject and the existing sociological circumstances. Therefore, pedagogical education on the university level should identify in practice all the important factors that are associated with humanistic orientation referring to the individual personal development of a person that is able to function effectively in society.

Physical education teachers should perform a significant role in the preparation of a young person to life. Their skills acquired during the training give possibilities for not only recognising the mobile activity of the children, but also for recognising the whole area connected with the children's abilities to function in a formal and informal group as well as their sensitivity and emotional development combined with their intellectual skills. It is particularly during their mobile activity, especially while performing games and plays with the ball, that the children can show their social behaviours in a spontaneous and natural way; the teacher is not

always able to notice that when the child is sitting in class during a typical lesson.

Taking into consideration the all of these social conditions outlined above, which are in connection to the new trends of the education of future teachers in the humanistic orientation in the Department of Team Sports Games in the University School of Physical Education Wrocław, we are implementing into the programmes of education the knowledge of alternative humanistic pedagogy which allows to attain the dexterity in pedagogical thinking and educational activity. The students are enabled to recognise and enrich their knowledge of certain individualistic characteristics which are significant for the development of their professional carrier such as assertiveness, empathy, self-value, decision making qualities as well as methodological teaching skills allowing to organise and realise didactic and educational objectives in a skilful manner. In the range of subject didactics, the students are given 13 hours of lectures and 39 hours of practical classes. The lectures comprise the following subjects:

- characteristics of forms of mobile activity with the ball as a means of realising educational goals of the school physical culture,
- educational objectives of mobile activity with the ball in the integrated education (educational balls Edubal as a method which makes achieving various didactic and educational goals more attractive), (Rokita, Rzepa, 2002),
- educational goals of mobile activity in the block formation,
- knowledge and skills of the physical education teacher in the range of exercises, games and plays with the ball (autotelic values of exercises, games and plays with the ball) (Rzepa 1999).

The cognitive aim of the subject called Methodology of Team Sports Games is to present the students some exercise and competition forms with the use of the ball as an attractive means of realisation of the objectives of beyond school physical education (employing the exercises, games and plays with the ball for the formation of the chosen individualistic characteristics of a student such as: assertiveness, empathy, self-value, decision making qualities, elevating and preventing various stress situations).

The practical aim is to prepare the students for the creative usage of the exercises, games and plays with the ball for the realisation of the objectives of school physical education in acquiring of the skills to create 'intro-subjective means' in the realisation of various didactic objectives.

Here is an example of an instruction of a practical class to be carried out by the students:

Exercise IX:

Problem: Integrated formation during a physical education lesson

General aim: the exercises, games and plays as a means enabling to acquire skills and dexterity in the creation of 'intro-subjective means'.

Operational aim: the exercises, games and plays with the ball during which some simple mathematical activities and grammatical forms can be employed.

Teaching methodological skills: skilful division into task groups designed to perform some tasks which are in connection with the contents of 'intro-subjective means'.

Task to be realised: Prepare an exercise, game and play with the educational balls Edubal for the realisation of chosen intro subjective tasks during the physical education class (for example, in the range of the Polish Language and Mathematics).

Bibliography: 1, 2, 14 etc. In the manual of the exercises there are 76 basic positions and 28 additional positions which compliment the lectures of the subject Methodology of Team Sports Games (Rokita, Rzepa 2000).

Also, evening and extramural students are comprised in such forms of education; however,

they have fewer hours of classes, but, nevertheless, their scope of knowledge is to be comparable with the daily students.

The course of studies is completed with an examination.

Also, post degree and complementary students, for example, the students who graduated from teaching training colleges, are included in the lecture contents mentioned above.

It seems that the process of uniform implementation of the reform of the education system along with the education of the teachers according to the accepted proposals of changes and improvements in the system of education can guarantee the success of the effects of the education of the new young generation.

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REFORMS OF THE EDUCATIONAL SYSTEM AND MODIFICATION OF STUDENT EDUCATION IN UNIVERSITY SCHOOL OF PHYSICAL EDUCATION WROCJAW

Tadeusz RZEPA, Andrzej ROKITA

University School of Physical Education Wrocław, Poland

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