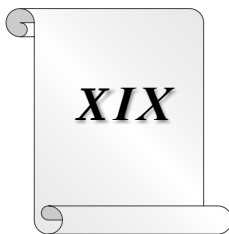


МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
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Містить матеріали щодо організації і методики викладання фізичного виховання у ЗВО в умовах трансформацій інформаційного суспільства та вимушеного дистанційного формату навчання. Розглянуті актуальні питання розвитку рухових якостей студентів в умовах навчальних і позанавчальних занять; втілення інноваційних фітнес-технологій у процес навчання, актуальні питання патріотичного виховання студентів, перспективи та проблеми Олімпійської освіти в непрофільних ЗВО, питання організації занять зі студентами спеціальних медичних груп та висвітлює проблеми непрофільної фізкультурної освіти студентів.

У конференції приймали участь представники Великобританії, Німеччини, Казахстану, Китаю, Тунісу, Хорватії, України.

Голови організаційного комітету: Вржесневський І. І., Тигов О. О.

Організаційний комітет:

Вржесневська Г. І., Захарчук І. Р., Семененко В. П., Хіміч І. Ю.

Редакційно-підготовча група:

Вржесневська Г. І., Гарнусова В. В., Орленко Н. А.

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- Social support for student-athletes.

Each of these factors, in our opinion, significantly influences the prospects of physical education and student sports in a specific higher educational institution. Simultaneously, these factors are interconnected, mutually influencing, and limiting each other. Within the framework of our study, it makes sense to note that physical education is significantly less dependent on additional funding and specific social support.

Boyko H. L., Kozlova T. G., Sharafutdinova S. U.

PRESERVATION OF MENTAL HEALTH OF YOUTH IN THE CONDITIONS ARISING FROM THE RUSSIAN-UKRAINIAN WAR

War is a powerful stressor, the effect of which has a diverse and multi-level impact on people, especially on young people, and exceeds individual norms of their functioning. The social distancing and social isolation of young people that arise as a result of the war, in turn, give rise to the problem of unorganised free time, limited space, reduced physical activity, constant interaction with a limited number of people, but the reaction to such stressors is individual for each young person, due to the peculiarities of the nervous system of their body, as well as the presence of personal experience of similar situations, individual characteristics, a certain level of self-esteem, cognitive assessment of the threat, the ability to analyse their physical condition, and so on.

According to the results of studies conducted in various higher education institutions, young people, in the presence of the above situations, experience psychological stress, which usually has a long-term impact and leads to the emergence of mental disorders such as neurotic disorders, anxiety disorders, neurotic depression, asthenic, conversion, obsessive-compulsive, and vegetative neurotic disorders.

According to the Ministry of Health of Ukraine, about 3-4 million Ukrainians are already in need of psychological support, and the consequences of the war will affect the mental health of the Ukrainian population for at least another 7-10 years. It has been established that the most vulnerable part of the population is women aged 18 to 35, who make up 90% of the cases of psychological crisis assistance, according to the Proinsight Lab study "The Mental State of Ukrainians During the War Against Russia", conducted with the assistance of the National Psychological Association in March-May 2022.

Neurotic disorders are one of the most common mental illnesses, accompanied by symptoms such as anxiety, phobias, depression, and difficulty in social interaction. Anxiety disorders can last for at least six months and can lead to serious mental disorders without appropriate intervention. In the presence of neurotic depression, a person has a feeling of depression and guilt, such a person becomes indifferent to the world around them, does not feel the joy of life, and has a desire to be alone. The presence of neurotic depression can lead to suicidal thoughts, and the presence of asthenic disorder can lead to a weakening or loss of the ability to sustain prolonged physical and mental stress. As a rule, if a person has depression, they are at high risk of developing concomitant somatic diseases, especially cardiovascular diseases, type 2 diabetes and metabolic syndrome. In the case of obsessive-compulsive disorders, a person has obsessive thoughts, most often associated with the fear of harming themselves or making a wrong choice.

According to foreign studies, people who have a level of physical activity even lower than the WHO recommended for the respective age groups have a lower risk of depression compared to those who are not active. Scientists believe that if the activity of every person in the population was at the level of current medical recommendations, 1 in 9 cases of depression could be prevented. Scientists believe that in the case of mild to

moderate depression, the effect of exercise can be equated to the effect of antidepressants and the effect of psychotherapy. Scientists have concluded that aerobic exercise with an intensity of 60-80% of the maximum heart rate, 3 times a week, lasting at least 45 minutes, helps to improve general cognitive functions (attention, information processing speed, memory, etc.) and reduce anxiety.

Foreign researchers have also found that walking, jogging, yoga, strength training, Tai Chi Chuan and Qigong training can help to moderately reduce depression, but strength training and yoga have proven to be the most effective. Scientists have concluded that strength training helps to reduce anxiety symptoms in both healthy individuals and individuals with physical or mental illnesses who participate in strength training. The results of the research have shown that the improvement in the condition of individuals occurs regardless of gender or the specifics of strength training.

Given the above, in order to prevent and overcome the manifestations of mental disorders in higher education students, higher education institutions should implement a comprehensive health improvement programme to prevent and overcome the effects of stress, focused on the development of individual and personal resources of stress resistance in young people. Such a programme should take into account the diagnosis of psycho-emotional states, determination of the level of functional state of the body and the psychophysiological profile of higher education students and the development of an integrated physical education course, taking into account the individual characteristics of higher education students in responding to stressors.

Since the determination of methods and means of stress prevention and correction should be based on the understanding of stress as a functional state of the body that arises as a result of the impact of the external and internal environment on the human body and psyche, the theoretical and practical components of the physical education course should have certain features. In addition to knowledge of the theory of physical education, the theoretical course should provide students with knowledge of the principles of healthy eating, optimisation of nutrition in accordance with different training methods, music therapy and herbal medicine, colour therapy, the impact of biorhythms on human health, communication effects on the human body, etc. The practical component, in addition to physical education programmes of various kinds, should also include sets of exercises for neuromuscular relaxation; sets of breathing exercises; sets of exercises for sensorimotor training; autogenous training; self-massage programmes, including fascial massage.

In order to determine the functional state of applicants, functional testing with a dosed load should be carried out (with the subsequent determination of functional groups of applicants, the creation of individual training programmes), in order to determine the psychophysiological profile, we believe that diagnostics should be carried out using the latest technologies, namely, using the computer complex "NS Psychotest", which will allow a comprehensive assessment of the mental, psychological characteristics and functions of the applicants' body. In our opinion, it is advisable to conduct a mental health diagnosis using the PTSD Self-Assessment Scale, the Hospital Anxiety and Depression Scale (HADS); the PSM-25 Psychological Stress Scale; the Stress Resilience Self-Assessment Scale (S. Cowan and G. Willianson), etc. In addition to these activities, roundtables with psychologists to discuss pressing issues, meetings with famous athletes, and discussions of thematic films with specialists can also be part of a youth health programme.

Conclusion. Given the current situation in the country: the presence of hostilities and their consequences, we believe that every higher education institution should have a

comprehensive programme for the rehabilitation of student youth, which should include measures to prevent mental disorders and increase stress resistance in participants in the educational process.

Dakal N., Smirnov K., Cherevychko O.

RECREATIONAL SWIMMING AND ITS IMPACT ON THE HEALTH OF STUDENT YOUTH

Among the various directions of improving the health and quality of life of young people and, especially, students, swimming lessons stand out. The variety of opportunities for swimming, its recreational and recreational value makes this sport one of the most popular among students. International health organizations, medical societies in their recommendations declare swimming as one of the safest and most useful types of rehabilitation and recreation.

According to many authors, recreational swimming classes have a positive effect on the indicators of the objective health of students, which is manifested in the normalization of the activity of their cardiovascular system. Swimming also has a positive effect on the subjective health of trainees: the number of complaints of autonomic disorders and psychoemotional maladjustment decreases, self-assessment of their health becomes more adequate.

Studies of various problems of improving the level of health and quality of life through swimming are presented in the works of many authors. At the same time, many authors note a noticeable decline in the health level of student youth. About 40-45% of students belong to a special educational department.

Ganchar A. notes that in theory and practice, 5 main aspects of the formation of swimming skills should be distinguished. They characterize in detail the qualitative implementation of educational, professional and applied, health and hygienic, therapeutic and preventive and sports and pedagogical influences of swimming facilities on people of different ages, taking into account their anatomical, morphological, functional and gender differences.

The study of the dynamics of the level of heart rate indicators in combination with the survey showed that recreational swimming classes have a positive effect on the objective and subjective health of students. It was found that the indicators of the activity of the cardiovascular system are normalized, the self-assessment of their health and well-being becomes more adequate, and the number of complaints among students decreases.

Among students with different levels of objective health, according to the research of V. Volkov, there is a discrepancy between the physiological indicators of adaptation and well-being: among students with a low degree of adaptation, more than 52% assess their health and well-being as medium and high, and among students with satisfactory adaptation, 22% assess their health as low.

The researchers propose to conduct accentuated breathing training in an unusual environment, which allows students to quickly master the technique of sports swimming methods and feel more confident in the water. The technique used by the authors is effective and allows you to achieve tangible results in teaching swimming to adults in a fairly short period of time.

It is known that swimming is recommended by many specialists as a means of rehabilitation for various spinal deformities. In this aspect, one can single out the studies of N.M. Balamutova. The author recommends his program of hydroaerobics and dosed swimming.