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ІМЕНІ М. П. ДРАГОМАНОВА



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PEDAGOGICAL TECHNOLOGIES FOR THE DEVELOPMENT OF EMOTIONAL AND VOLITIONAL STABILITY IN SWIMMING LESSONS

It was found that the new socio-economic conditions that have arisen in recent years, along with the opening of wide opportunities for realizing the creative and entrepreneurial potential of young people, have also brought a number of problems, among which the most painful problem is the adaptation of young professionals to new working conditions, which are characterized by a high level of neuropsychological tensions. The article reveals modern approaches to the development of emotional and volitional stability in students of higher education institutions in swimming classes. New pedagogical technologies used in swimming lessons have been identified. On the basis of psychological and pedagogical and special literature, theoretical approaches to the phenomenon of emotional and volitional stability were analyzed, the need for its development in students was scientifically substantiated, and the ways of formation in the process of physical training classes were determined. The correction of deficiencies in the mental and physical development of the mentally retarded is understood as the correction or weakening of these deficiencies, promotion of the maximum approximation of development mentally retarded persons to the level of development of healthy peers. The physiological basis for correcting deficiencies in the mental and physical development of mentally retarded children is the doctrine of the plasticity of the functions of the central nervous system and the compensation of defects. Compensation processes for mentally retarded children have specific features. In the conditions of special education and upbringing, under the influence of purposeful pedagogical actions, powerful possibilities for the development of the functions of the central nervous system in children are revealed.

Keywords: swimming, pedagogical technologies, students, physical education.

Дакал Н. А. Педагогічні технології розвитку емоційно-вольової стійкості на заняттях з плавання.
Виявлено, що нові соціально-економічні умови, які виникають останніми роками, поряд з відкриттям широких можливостей для реалізації творчого та підприємницького потенціалу молоді принесли і низку проблем, серед яких найбільш болюча проблема адаптації молодих фахівців до нових умов праці, які характеризуються високим рівнем нервово-психічної напруженості. В статті розкрито сучасні підходи розвитку емоційно-вольової стійкості у студентів закладів вищої освіти на заняттях з плавання. Визначено нові педагогічні технології, які використовуються на заняттях з плавання. На основі психолого-педагогічної та спеціальної літератури проаналізовано теоретичні підходи до феномену емоційно-вольової стійкості, науково-обґрунтовано необхідність її розвитку у студентів та визначено шляхи формування у процесі занять фізичною підготовкою.

Ключові слова: плавання, педагогічні технології, студенти, фізичне виховання.

Formulation of the problem. New socio-economic conditions that have arisen in recent years, along with the opening of wide opportunities for realizing the creative and entrepreneurial potential of young people, have brought a number of problems, among which the most painful problem is the adaptation of young professionals to new working conditions, which are characterized by a high level of nervous and mental tension [4].

At present, studies are paying great attention to the question of the influence of emotional and volitional factors on the success of a person's activity in various conditions of its implementation, especially extreme ones, which place maximum demands on the adaptive capabilities of the human psyche and organism. In this regard, the ability of a person to regulate his mental state in situations of emotional stress with the help of a conscious manifestation of volitional qualities has great pedagogical and psychological significance for the organization of his entire activity and behavior [6].

But, despite the fact that a large number of works have been devoted to the problem of emotional and volitional stability of the personality, it is still far from its final solution. Therefore, we will approach the study of emotional and volitional stability, on the one hand, from the point of view of a mental state that ensures expedient behavior in extreme situations, and on the other hand, on the basis of understanding it as a personality quality that is formed and perfected in the process of physical training, specifically swimming. Such an approach makes it possible to reveal the prerequisites of emotional and volitional stability, which lie in the dynamics of the psyche, as well as to dialectically establish the dependence on its needs, motives, preparedness, awareness and readiness of a person to perform certain tasks [3].

With the development of modern economic relations, the state needs competitive specialists who have not only a high educational level, but also strong psychophysical health. The tasks of training an emotionally stable and strong-willed person, ready for civilized work in market conditions, are set before the departments of physical culture and sports. The variety of aspects of physical training, the specifics and features of swimming represent the best pedagogical conditions for the development of emotional and volitional stability during classes in this type of pedagogical activity [2].

The current reform of the higher education system does not solve this problem, it does not take into account the psychological and pedagogical conditions necessary for the maximum attraction of students to these sports, the individual approach is rarely used, and there is practically no consideration of emotional and volitional factors. All this determines the need

for a radical revision of the ideology of physical education in universities, when the functional-methodical approach is replaced by a person-oriented one aimed at reducing the number of young people who cannot swim and developing certain psychophysical qualities in them, namely emotional and volitional stability. Due to the above, the relevance of the accepted study is determined by:

- the social order of the society for the training of competitive specialists with strong psychophysical health;
- increasing every year the number of young people who do not know how to swim and insufficient attention of universities to the solution of this problem;
- the need to develop a reliable methodical toolkit, allowing to optimize the educational and training process at the university with the aim of maximally attracting students to physical training classes.

Therefore, noting the importance and timeliness of earlier studies, it should be noted that the problem of developing emotional and volitional stability in university students in the process of physical training remains open for the search for effective ways and technological solutions.

Analysis of literature sources. Peculiarities of the development of the emotional and volitional sphere of persons with intellectual disabilities are considered in the works of scientists. The authors stated that despite the emotional immaturity of persons with intellectual disabilities, they positive or negative emotions are clearly expressed, but they are not always motivated.

The influence of physical exertion on the functional state of cardiovascular, respiratory, etc. body systems of persons with intellectual disability was studied by scientists, the problem of improving the physical fitness of athletes with disabilities of mental development. From the point of view of our research, the works of H.Boyko, in which the system is presented, are interesting psychological support of athletes with disabilities of psychophysical development. However, given numerous studies, dedicated to the problem of correction of emotional and volitional disorders of the mentally retarded, we can state insufficient attention scientists to study the possibilities of using methods and means of physical culture in order to influence the emotional and volitional the sphere of such persons [1].

Expansion of existing ideas about the possibilities of learning and teaching technology, aimed at the rational development of coordination, motor, mental, functional qualities in mastering the course of sports swimming, is the basis for the process of improving pedagogical skills. The methodology of the developed concept is based on the simultaneous teaching of sports methods of swimming in conditions of shortage of training time. Theoretical and methodological substantiation of the health-improving influence of physical exercises of various directions and the aquatic environment on the body of those who go in for swimming is an important component of the pedagogical process [2].

Presentation of the main material of the study. Pedagogical technology is based on the fact that the student is the main value reference point and the measure of everything in the life of the school. New technologies are aimed at learning to see a child as a personality, to understand all the complexity of his structure, to reveal in him hereditary, acquired and growing abilities and opportunities, to distinguish the ambiguity and strength of feelings, emotions, motives. It is this that constitutes the core of the personality, its wealth or ability in aspirations and plans, its spirituality or unspirituality, morality or immorality, dignity or slavish submission and adaptability, strength of spirit or weakness of character, greatness or humiliation, industriousness or laziness and apathy, selfishness or altruism [3].

It is not enough to realize the importance of changes in student learning. It is necessary to develop a strategy for such changes, starting with material and technical support and ending with the training of teachers for their implementation. After all, the success of any activities at school is largely determined by the degree of readiness teachers before their implementation. At the same time, teachers must not only have the necessary knowledge, but also psychologically rebuild themselves, internally realize the need for such work, and actively self-determine in relation to it. In the end as a result, only a teacher who clearly imagines the goals of education, knows the content of the educational material, owns the methods and means of education, makes decisions about the ways of building the educational process, determines the course of educational activities and prepares the conditions that allow the implementation of his plan [5].

The theoretical and methodological analysis carried out in the dissertation showed that the problems of personality development, issues of training and education can be solved only with the adequate use of knowledge about the mental states of a person in practical activities. Mental states reflect a close relationship with the living environment, and any changes in the external environment invariably entail changes in the internal state of a person, affecting the level of his activity.

The study shows that the broadest group of states is occupied by personal states, which are a reflection of various personality qualities. The considered approach to the study of emotional and volitional stability is based on understanding it as a property of a person and as a mental state that ensures expedient behavior in extreme situations [4].

The analysis of the psychological and pedagogical literature showed that currently much attention is paid to the question of the influence of emotional and volitional factors on the success of human activity in various situations. But the ability to emotional and volitional regulation is expressed differently in different people. In this regard, the important, but little-studied problem of an emotionally stable personality, the formation of which can be realized in the process of training by engaging in physical training, is becoming more and more clear [3].

The conceptual approach proposed in this paper made it possible to identify trends and outline the paths of an effective process of development of an emotionally stable and strong-willed personality within the framework of the academic discipline "Physical Culture". The success of swimming training and the development of emotional and volitional qualities are directly dependent on:

- the presence of a high cultural level of the teacher's personality, his professionalism and erudition;
- person-oriented approach in classes;
- taking into account the individual characteristics of participants (separation into groups depending on the level of swimming training);

- organization of classes (making a convenient schedule, holding the first classes in a small pool, replacing the main classes in physical culture with swimming classes, introducing a section for this type of sport);
- busy with content (elimination of formalism in classes, increase of educational attractiveness, saturation with various means and methods: games, relays, swimming in flippers, etc.).

The development of emotional and volitional stability of the student's personality occurs through the implementation of pedagogical technology in the educational and training process with a step-by-step solution of goals and tasks.

The designed author's technology, consisting of preliminary and main stages, is aimed at solving the following problems: reducing the number of young people who do not know how to swim:

- increasing the motivational and value attitude towards classes in the pool and physical training in general;
- development and improvement of psychophysical qualities necessary for the realization of life and professional goals [8].

The criterion indicators identified in the study, the use of diagnostic methods for their determination, and the obtained results of experimental work allowed us to draw conclusions about the effectiveness of the methodological toolkit in achieving a stable manifestation of emotional and volitional qualities.

The results of the experimental research convinced us of the expediency of the hypothesis put forward by us. The effectiveness of the process of forming emotional and volitional stability in students in the process of learning to swim is confirmed by the data of mathematical processing and their statistical reliability [1].

Summarizing the results of the research revealed that the step-by-step solution to the goals and objectives of the author's technology through the effective use of scientific and methodological tools significantly reduced the number of young people who could not swim and had a positive effect on the development of psychophysical qualities in them, necessary for the realization of life's vocation and the successful fulfillment of social and professional tasks [7].

The correction of deficiencies in the mental and physical development of the mentally retarded is understood as the correction or weakening of these deficiencies, promotion of the maximum approximation of development mentally retarded persons to the level of development of healthy peers. The physiological basis for correcting deficiencies in the mental and physical development of mentally retarded children is the doctrine of the plasticity of the functions of the central nervous system and the compensation of defects. Compensation processes for mentally retarded children have specific features. In the conditions of special education and upbringing, under the influence of purposeful pedagogical actions, powerful possibilities for the development of the functions of the central nervous system in children are revealed. These functions occupy a significant place in compensatory reconstruction. In this connection, there are qualitative changes in cognitive activity [2].

Classes of all types should be preceded by preparatory work on explaining the meaning and rational mode of performing the exercises as a means of increasing functionality and work productivity; study of techniques of basic isometric and relaxation exercises, technologies of application of psychophysical rehabilitation.

The education of students about the need for physical education classes, the formation of knowledge necessary for the active use of physical education and sports for applied purposes should be carried out in lectures and practical classes, during which discussions should be held about the degree of influence of physical education on preparation for future work.

It is quite effective to use elements of psychophysical training during classes (both in physical culture and in theoretical disciplines), both in the water environment and in the air. This allows not only to reduce the time it takes to learn swimming techniques, minimizing the feeling of fear (fear) of water as much as possible, but also to optimize the psycho-emotional state and working capacity of students in the dynamics of the school day [4].

Excessive psycho-emotional tension, which is most often encountered in junior year students, can be avoided if psychophysical training is used in the educational process - a method of self-influence on the body with the help of a change in muscle tone (relaxation), regulated breathing, a visual representation of the normal functioning of the body, the formation of self-control and an adequate response to irritants. The following techniques are effectively used in conjunction with proper breathing.

Conclusions. The possibility of corrective influence on the emotional and volitional sphere of adolescents with intellectual disabilities the process of sports activity is justified by the fact that the emotional and volitional sphere is formed in the process of active activity and depends on the formation of motives, the stability of the goal, the ability to overcome difficulties of an objective and subjective nature.

The most motivated type of activity is sports activity, which is characterized by constant compliance sports regimen, the systematic mandatory performance of training tasks, the introduction of additional obstacles into the training process, the overcoming of which requires the athletes to mobilize and show willpower and emotional stability.

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FEATURES OF DETERMINATION OF PHYSICAL DEVELOPMENT AND MOTOR READINESS OF STUDENTS IN THE PROCESS OF FOOTBALL CLASSES

The article analyzes the peculiarities of determining the physical development and motor readiness of students of higher education in the process of playing football. The dynamics of indicators of motivation and motor readiness of students during football training in the conditions of the academic year were studied. The article revealed that football is one of the most popular sports among students.

An assessment of the dynamics of motor readiness was carried out based on the results of pedagogical testing of the development of spatio-temporal accuracy of movements of higher education applicants and the formation of technical skills and skills of student youth, taking into account the level of playing skill. Therefore, the use of football characterizes it as one of the most effective means of physical training of students. That is why a detailed analysis of the use of football tools as a basic sport, characteristics of its means and combinations with other sports, taking into account their "energy intensity" and wellness efficiency, could significantly contribute to the optimization of the educational process for the physical education of students of higher education.

The use of the method of physical training of students by means of mini-football proves its effectiveness. Students increase physical fitness, motor activity, and motivation for physical education increases, which has a positive effect on their lifestyle. It develops the ability to overcome some stresses and difficulties. In the process of football classes, students have a number of important moral and volitional qualities: collectivism, purposefulness, endurance, discipline, courage. Football can be widely used as a means of professional - applied physical training of students of different specialties.

Keywords: physical education, football, physical exercises, students of higher education institutions.

Гаврилова Н., Мохунько О. Особливості визначення фізичного розвитку та рухової підготовленості студентів у процесі занять футболом. В статті проаналізовано особливості визначення фізичного розвитку та рухової підготовленості здобувачів вищої освіти у процесі занять футболом. Вивчалася динаміка показників мотивації та рухової підготовленості студентів під час навчання футболу в умовах навчального року. В статті виявлено, що футбол є одним із найпопулярніших видів спорту серед студентів.

Було проведено оцінювання динаміки рухової підготовленості за результатами педагогічного тестування розвитку просторово-часової точності рухів здобувачів вищої освіти та сформованості технічних умінь та навичок студентської молоді з урахуванням рівня ігрової майстерності.

Ключові слова: фізичне виховання, футбол, фізичні вправи, студенти закладів вищої освіти.

Formulation of the problem. In connection with the European orientation and entry of Ukraine into the European educational and scientific space, the idea of the Bologna Process is realized by the system of higher education of Ukraine. Strengthening the statehood of Ukraine and integration of it into the world community are impossible without reforming the national higher education system, which should be aimed at the development of the personality of the future specialist, ensuring his mobility, employment and competitiveness in a market economy. According to normative documents, the main tasks of the subject of physical education in higher educational institutions include the development of students of basic physical qualities and motor abilities, the formation of vital motor skills and skills, the education of moral and volitional and psychological qualities of the individual [5].

Public testing and assessment of physical fitness of different groups and categories of population becomes important for the activation of students in the process of physical education, to which about 8 million people are involved in Ukraine every year, the population for students of mandatory tests for physical education, which provide a report from theoretical, methodological and physical fitness. The involvement of students in mass sports through a multi -stage system of sports competitions of different levels also plays a significant role. [2]

In many higher education institutions, management tries to strengthen the health performance of physical education by expanding sports departments and the introductions of "sports specialization".

Today, new approaches to improving the quality of physical education in higher education have been developed.

Thus, in modern conditions, various studies of improvement of physical education of students in higher education are