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PECULIARITIES OF EVALUATING EDUCATIONAL ACHIEVEMENTS OF STUDENTS WITH A LOW LEVEL OF MOTOR ACTIVITY IN PHYSICAL EDUCATION CLASSES

The article examines the peculiarities of evaluating educational achievements in physical education classes of students with a low level of motor activity. Ways to increase the level of motor activity in physical education classes in higher education institutions are considered. It was determined that students of higher education institutions in physical education classes with a low level of motor activity have a significantly lower success rate when performing physical exercises than students with a high and medium level of motor activity. Therefore, in order to improve educational achievements and increase motivation, we have developed criteria for evaluating students taking into account the level of their motor activity and physical fitness. In order to solve this problem, experts suggest using, in addition to planned training classes, additional classes under the guidance of teachers in sports sections, independent physical training, as well as promoting the development of independence and activity of students by participating in sports and health activities during extracurricular and vacation periods. However, in order to conduct independent classes, students need to have certain health control skills, the dynamics of the development of physical qualities and motor skills, as well as special knowledge for the correct and adequate assessment of the results of classes with subsequent correction of various characteristics of motor activity. Thus, there are contradictions between the increased need to intensify the mental work of students in the modern educational space and insufficient motor activity of young people in the process of learning in institutions of higher education.

Key words: evaluation of educational achievements, motor activity, physical exercises, students, physical education, evaluation criteria.

Бойко Г., Козлова Т. Особливості оцінювання навчальних досягнень студентів з низьким рівнем рухової активності на заняттях з фізичного виховання. В статті розглянуто особливості оцінювання навчальних досягнень на заняттях з фізичного виховання студентів з низьким рівнем рухової активності. Розглядаються шляхи підвищення рівня рухової активності на заняттях з фізичного виховання у закладах вищої освіти. Визначено, що студенти закладів вищої освіти на заняттях з фізичного виховання з низьким рівнем рухової активності мають значно низьку успішність при виконанні фізичних вправ, ніж студенти з високим та середнім рівнем рухової активності. Тому з метою покращення навчальних досягнень та підвищення мотивації нами розроблено критерії оцінювання студентів з урахування рівня їх рухової активності та фізичної підготовленості.

Ключові слова: оцінювання навчальних досягнень, рухова активність, фізичні вправи, студенти, фізичне виховання, критерії оцінювання.

Formulation of the problem. As you know, motor activity carries both a huge health potential and can have a destructive effect. An increase in the quantity and quality of health under the influence of physical exertion occurs naturally due to the stimulation of vital functions and systems of the body. For this, physical activity should correspond to the main principle - health-oriented, it must be based, first of all, on properly organized motor activity.

Determining the optimal mode of physical activity for different age groups and implementing it into people's daily lives has long been considered one of the most urgent problems of the theory and methodology of physical education and attracts the attention of both individual researchers and author groups.

Currently, the issue of increasing the motor activity of student youth is very relevant. Students' educational activities take place in the conditions of insufficient motor mode, monotony of working posture. Students are loaded 10-12 hours a day, which exceeds the physiological limit. Due to this, the increased load on the neuro-emotional sphere of students must be balanced with regular motor activity in everyday life and educational activities. Thus, there are contradictions between the increased need to intensify the mental work of students in the modern educational space and insufficient motor activity of young people in the process of learning in institutions of higher education.

In order to solve this problem, experts suggest using, in addition to planned training classes, additional classes under the guidance of teachers in sports sections, independent physical training, as well as promoting the development of independence and activity of students by participating in sports and health activities during extracurricular and vacation periods. However, in order to conduct independent classes, students need to have certain health control skills, the dynamics of the development of physical qualities and motor skills, as well as special knowledge for the correct and adequate assessment of the results of classes with subsequent correction of various characteristics of motor activity.

Analysis of literary sources. In modern scientific and methodical works, the issue of measurement and assessment of the mode of motor activity is considered quite widely, the daily and weekly volumes of motor activity of people of different ages and physical condition are investigated using the Framingham method (M. Zemka, S. A. Savchuk, E. O. Kotov); regularities and interrelationships of motor activity and physical condition were studied (A.I. Drachuk, O.S. Kuts, T.Yu. Krutsevich), issues of

assessing the functional state of the body during systematic physical education were dealt with (M.V. Malikov, A.V. Svatiev, N.V. Bogdanovska).

Despite the large number of scientific and theoretical works that highlight the general problems of the motor activity of young people, the issues of monitoring and evaluating the educational achievements of students with different levels of motor activity remain unresolved.

Presentation of the main research material. According to the WHO, the weekly rate of physical activity of a person aged 17 to 64 years should be at least 150 minutes of moderate-intensity aerobic physical activity, or at least 75 minutes of high-intensity aerobic physical activity, or an equivalent combination of moderate and high-intensity aerobic physical activity. According to the National Health System, a person should take an average of 10,000 steps every day.

According to the World Health Organization, lack of physical activity is one of the main factors that negatively affects the level of physical condition and leads to mortality. Hypokinesia is an independent risk factor for the development of chronic diseases and, according to experts, leads to 1.9 million deaths worldwide, especially among young people. According to the official statistics of the National Academy of Sciences of Ukraine, the morbidity of school-aged children has increased by almost 27% over the past ten years, if in the first grade there are already more than 30% of children with chronic diseases, then by the 5th grade their number increases to 50%, reaching 9th grade 64%. In institutions of higher education, there is an annual increase in the number of students who are referred to a special medical group due to their health, their number in different regions of the country is 30-40%.

Based on these features, researchers define motor activity as the sum of all movements determined by the nature of work and rest, the way of life in everyday life, physical culture and sports, as the improvement of the biosocial nature of a person by means of physical culture, purposeful motor activity that acts as naturally and socially determined the need of the body and personality to support and ensure onto and socio-genesis, the subject's active understanding and realization of social significance, individual activity for physical self-improvement.

A certain "dose" of motor activity is necessary for the normal functioning of the human body and preservation of health. There is some optimal level of motor activity that makes the most beneficial effect. At the same time, it is indicated that the optimal load is individual. It should take into account the peculiarities of the life activity, condition, opportunities and abilities of the individual.

Despite the fact that modern reforms in the field of education are aimed at improving the system of physical education in institutions of higher education, the question of the system of evaluating and controlling the educational achievements of student youth in the process of physical education remains relevant and problematic. After all, they are the necessary components of the pedagogical process, which make it possible to motivate regular classes in physical education, to obtain a qualitative characteristic of students' assimilation of educational material, to assess the level of their physical condition and motor activity, etc.

Evaluation criteria is a process of comparing the level of mastery achieved by students (pupils) with the reference requirements described in the curriculum. As a process, the evaluation of knowledge, abilities and skills is implemented during the verification of the latter. Conditional reflection of the assessment is the mark, which is expressed in points.

In his writings, I. A. Hotchenko claims that the best criteria for evaluating educational achievements in physical education are the construction and development of their evaluation scale based on borrowed experience from different countries of the world [1].

Assessment of the level of motor activity necessarily takes into account the physical capabilities of students, as well as the peculiarities of their psychophysical development and provides for the right to choose an individual level of motor activity that will have an effective impact on health.

The evaluation system in different countries has its own characteristics. For example, in American institutions of higher education, students' knowledge is evaluated in terms of credits. Each credit requires weekly attendance of a one-hour (50 min.) lecture, a speech at a seminar, or participation in a laboratory-practical (3-hour) session. In addition, students must spend two hours on extracurricular preparation for classes. For a semester course (3 hours per week), 3 credits are awarded for 2-hour seminar classes during the semester, 3 credits for 2-3-hour laboratory classes and one credit per semester.

Assessment of students' knowledge is carried out based on the results of exams and credit tests, which make up 90% of all types of control. Almost all exams and placement tests are written. The principle of objectivity in the process of assessing the knowledge of US students excludes the teacher's subjectivity, since it takes place with the help of a computer [5].

In Germany, the knowledge of students of higher education institutions is evaluated according to a 5-point system: "very good" (1), "good" (2), "satisfactory" (3), "sufficient" (4), "insufficient" (5). Success is also determined in terms of credits. One credit hour per semester means that the student must work one hour in this discipline during the week. During a 4-year study period, a student must acquire 150-160 credits [5].

In Italian universities, an interesting system is the system of course exams, which are accepted by commissions consisting of three teachers, each of whom can give a maximum of 10 points. The defense of written theses or a project before a committee of 11 teachers is the final exam of the studies. The total score can reach 110 points.

Control measures are a necessary element of feedback in the learning process. They determine the compliance of the level of knowledge, skills and abilities acquired by students with the requirements of normative documents on higher education and ensure timely adjustment of the educational process [4].

Today, the modern system of evaluating physical education in institutions of higher education provides for the cancellation of the credit, which negatively affects its effectiveness and leads to a decrease in motivation, low attendance at physical education classes and, as a result, a decrease in its status, a deterioration in the physical condition of young people, a decrease in the level of motor activities, etc.

The new national evaluation system stems from democratic attitudes, aimed at deepening all didactic components that precede the control and evaluation of learning outcomes. If it is used correctly, it will stimulate the student's efforts to act with maximum reliance on his mental capabilities, mobilizing his mind, abilities, value orientations, that is, it will lead to development.

It is the evaluation of students' educational achievements in the process of physical education in higher education institutions that allows the teacher to manage the educational process, increase the level of motor activity, motivate independent classes and improve the health level of student youth. Taking into account the fact that the state of health of young people depends on the level of physical activity, today there are practically no criteria for assessing the physical activity of young people during physical education classes, and control in most cases involves only taking into account the attendance of classes, activity in physical culture and health activities, sports and mass work, that is, subjective indicators that determine the attitude to one's own health, interest in physical culture, etc. Therefore, it is important to introduce assessment criteria in the system of physical education that would help increase motivation to engage in physical exercises, create optimal conditions for the physical fitness of student youth, and improve their motor activity and physical condition.

In order to check the formation of motivation and improve motor activity, we have developed a structure for evaluating individual motor activity in the process of physical education, which has the following components: motivational, cognitive, and practical. Each component has evaluation criteria: motivational and necessary; knowledgeable; activity, which have indicators that are evaluated at 3 levels according to our method of determining the individual: satisfactory, average, high.

The first level is satisfactory (girls do active physical exercises up to 25 minutes a day, boys - up to 70 minutes), motor activity of moderate intensity every day in combination with high intensity 2-3 times a week;

II level - medium (girls do active physical exercises 26-50 minutes a day, boys - 71-105 minutes), daily motor activity of moderate and high intensity, using exercises that involve large muscle groups;

III level - high (girls do active physical exercises at least 50 minutes a day, boys - at least 106 minutes), daily motor activity of medium and high intensity, with an optimal combination of exercises for endurance, flexibility and strength.

During the assessment of theoretical knowledge, motivation and practical results, a student can receive from 60 to 100 points for each assessment component, then the obtained points are added to the integral assessment of educational achievements of students of higher education institutions and the arithmetic mean is calculated on a standard 100-point scale: motivational component (60-100 points) + cognitive component (60-100 points) + practical component (60-100 points) = arithmetic average of educational achievements (60-100 points).

According to the proposed table and the calculated points, three levels of assessment of motor activity are distinguished. According to the 100-point evaluation system, a satisfactory level corresponds to 60-69 points, an average level - 70-89 points, and a high level - 90-100 points.

Thus, to assess the level of motor activity of students during physical education classes, we have developed a technology for scoring points for each component of the evaluation structure according to the described indicators according to low, medium and high levels.

Conclusions. Therefore, the proposed system for evaluating the individual motor activity of students in the process of physical education contributes to the improvement of motivation for physical education classes, and will allow to objectively and comprehensively evaluate not only the level of motor activity, but also educational achievements in physical education of students of higher education institutions.

In addition, the technology proposed by us is convenient in that a physical education teacher may not conduct constant monitoring of the assessment of the level of physical fitness, educational achievements, level of motor activity, health status, since we have proven that the proper level of physical condition is expressed by an integral indicator, which girls and boys have Rufier's test and their correlation with motor activity has been proven, so the teacher, having assessed the level of motor activity, can accordingly assess the appropriate level of the student's physical condition.

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