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USE OF THE PRINCIPLE OF HEALTH ORIENTATION IN PHYSICAL EDUCATION CLASSES

The article analyzes the peculiarities of using the principle of health orientation during physical education classes in institutions of higher education. It was found that the principle of health orientation obliges physical education teachers to organize classes in such a way that they ensure the performance of preventive and developmental functions. The main requirements of the principle of health orientation are determined. It has been proven that when using the principle of health-oriented orientation, the means of physical education are of great importance, so, among the means of health-recreational physical culture, the main types are conditionally distinguished (exercises from sports of a cyclic and acyclic nature, mass physical culture and health-improving and sports events, non-traditional means of health-improving, health-improving systems) and additional types (medical-biological and psychological means of recovery, natural factors). In the structural method, programs are designed in advance, using specially prepared musical soundtracks and developed choreographic combinations consisting of combinations of various aerobic steps that are repeated in a combination of exercises in a certain order, with a given frequency, number of movements and in exact accordance with musical accompaniment. Such standardized programs are repeated during a certain cycle of classes, sufficient to solve specific tasks.

The constant need for improvement is provided by a wide variety of exercises and conditions for their performance, a favorable emotional background, an individual approach, encouragement of activity, adequate criteria for evaluating the effectiveness of classes, a choice in accordance with individual characteristics of forms of criticism and methods of encouragement. Stimulation of interest in systematic classes with health-improving exercises and regular loads is achieved by the formation of a state of satisfaction with classes, awareness of their benefit and necessity.

Keywords: physical education, students of higher education, principles, physical exercises.

Іванюта Н. В., Качалов О. Ю., Захарова І. Ю., Бурлака І. В. Використання принципу оздоровчої спрямованості на заняттях з фізичного виховання. В статті проаналізовано особливості використання принципу оздоровчої спрямованості під час занять з фізичного виховання у закладах вищої освіти. Виявлено, що принцип оздоровчої спрямованості зобов'язує викладачів фізичного виховання організувати заняття, таким чином, щоб вони забезпечували виконання профілактичної та розвивальної функції. Визначено головні вимоги принципу оздоровчої спрямованості. Доведено що при використанні принципу оздоровчої спрямованості важливе значення мають засоби фізичного виховання, так, серед засобів оздоровчо-рекреаційної фізичної культури умовно розрізняють основні види (вправи з видів спорту циклічного та ациклічного характеру, масові фізкультурно-оздоровчі та спортивні заходи, нетрадиційні засоби оздоровлення, оздоровчі системи) і додаткові види (медико-біологічні та психологічні засоби оздоровлення, природні фактори).

Ключові слова: фізичне виховання, здобувачі вищої освіти, принципи, фізичні вправи.

Formulation of the problem. Based on the generalization of the theoretical and methodological postulates of health improvement and the analysis of the results of their implementation in practice, it is necessary to highlight the main methodical principles of health exercises. The need for health-oriented physical exercises is determined by the state of functional systems and psychophysical preparedness, as well as awareness of the need for their improvement. It is these factors that determine the arrival of a person in health-improving physical culture. Even with the most optimal condition of the body, systematic use of special means, physical exercises of various nature and direction is required, which allow it to be continued and effectively used in professional and applied or sports activities, creating a basis for achieving a higher level of functional capabilities. Nowadays, new currents of health-improving physical culture have appeared, which give a health-improving effect. Health aerobics and its varieties can be added to them: step, slide, dance aerobics (network jam, hip-hop), bicycle aerobics, aerobics with load shaping, fitness, stretching. The choice of one or another method of physical exercises with a health-improving orientation is a correlation with real circumstances, opportunities, requirements, sometimes it is a matter of individual taste and interest [2]. The health-improving effect of physical exercises is observed only in those cases when they are rationally balanced in terms of orientation to the individual capabilities of the exercisers. Physical exercises activate and improve metabolism, improve the activity of the central nervous system, ensure the adaptation of the cardiovascular, respiratory and other systems to the conditions of muscle

activity, accelerate the process of entering the work and functioning of the circulatory and respiratory systems, and also shorten the length of functional recovery after shifts caused by physical exertion. In addition to the health-improving effect, physical exercises have a training effect on the human body (increase mental and physical performance), allow you to increase the level of physical qualities, influence the formation and further improvement of vital motor skills and skills (swimming, skiing, etc.). The health, healing and training effect of physical exercises on the body becomes more effective if they are correctly combined with hardening in the form of water procedures, sun and air baths, as well as massage. Thus, regular use of physical exercises and hardening factors improves the vitality of the body, the general state of the immune system, the functions of the vegetative systems, work capacity and prevents premature aging [1].

Analysis of literary sources. The components of the psychophysical sphere are intrinsically inseparable. For example, during the electromyostimulation effect on muscle groups, the influence of consciousness on the degree of muscle tension is practically excluded, but the psyche is still involved at the level of contemplative assessment of what is happening, since physical exercises are aimed at the muscle system and with the help of motor of visceral reflexes simultaneously affect the psyche of those who are engaged in, activating mental processes. In turn, exercises stimulate the intellect as a tool for conscious control of motor activity.

As special studies show, it is the complex impact of the load that leads to the best improvement of functional systems, physical development and motor capabilities.

The optimal combination of loads, the choice of appropriate methods and methods, constant variation, which corresponds to the dynamics of the indicators of the body's condition, gives a positive effect of the applied exercises on the individual characteristics of those who do [3]

According to N. Vvedenska, E. Sologuba, it is also advisable to separate, but at the same time, not stretch out in time, but emphasize the education of physical qualities and motor abilities based on known physiological patterns), which allows you to achieve higher results with less expenditure of time and effort.

Presentation of the main research material. Generalization of data on methodical principles of health-development classes. To identify the factors that influence the methodical principles of health-development classes with data from literary sources [4].

The formation of awareness of the need for improvement should be subordinated to various means, which are distributed by the pedagogy and psychology of physical education.

Effectiveness of classes is necessary for stable motivation. In its absence, doubts arise as to the expediency, necessity and adequacy of the chosen type of occupation. The lack of effectiveness is often due to an unsuccessful choice of a type of rehabilitation that does not correspond to the individual characteristics of the practitioner, which happens when the individual approach is absorbed by the group method of organizing classes. But there is always an opportunity to correct the mistake and find a more effective way. At the same time, it is necessary to take into account that, especially at the initial stage of training, disappointment can suppress any desire to train [2]

Therefore, it is necessary to set such tasks for each period, which correspond to the capabilities of the participants and slightly exceed them. At the same time, constantly encouraging even minor improvements, form personal interest in the effectiveness of classes. Complexity of influences, as a methodical approach, assumes, if possible, a simultaneous influence on the psychophysical sphere, functional systems and motor abilities.

Load dosage is one of the important methodical principles of recovery. In the practice of rehabilitation, often carried out according to the principle of "do no harm", the rule of using only "warm-up" loads is followed. They are good for entering work, using for the purpose of switching attention, distraction from the main activity.

It is a natural fact that regular performance of the same loads and exercises with the same intervals of work and rest forms a functional structure of adaptation to the load, and it ceases to play the role of a factor that stimulates the further development of functional reserves. One and the same load, which health exercises have, with the same duration and different functional states causes different physiological changes (to determine the load, you can use a time criterion taking into account the content and volume of the work performed) [5].

The actual values of functional shifts clearly represent the unequal impact on the body of various types of load. This factor must be taken into account in the case of deviations in the state of functional systems (diseases), assessment of the total impact on the body, selection of exercises and determination of their dosage, the ratio in one session of a series of repetitions.

For example, with a low load, rhythmic gymnastics causes the greatest changes, with medium - athletic gymnastics and with a big one - running. Knowledge of these regularities allows you to select the load in accordance with the assigned tasks, which are determined according to the characteristics of those who are engaged. At the same time, in contrast to sports training, where jump-like or pendulum-like constructions of the load are appropriate, the principle of gradual increase or decrease with their simultaneous smooth variation is used in health-improving exercises [6].

At the expense of easily accessible exercises and light loads, it is not possible to ensure not only improvement, but also preservation of the appropriate level of psychophysical condition for a long time. It is expedient to determine the maximum capabilities of those who work, and in relation to this maximum, set absorbing, basic, unloading, stimulating load levels and use relatively easy or more difficult exercises. In this case, light exercises will carry a load within 20-40% of the maximum, provided that their use is varied in combination with other means, they contribute to maintaining optimal motor activity and the condition of the whole body [2].

In combination with such exercises, it is necessary to use medium, large and submaximal loads, which ensures the tendency of their better tolerance at a higher adaptation level, and proper functioning of the whole organism.

It is necessary to "provoke" the body and force it to include the functional reserve. After reducing the load level, it will be much easier to be perceived by those who work, which is important when moving to a new level of work capacity [4]

When developing training programs, first of all, it is necessary to determine the goals, think through the direction and choose the content of classes for cycles of different duration (year, half-year, month, daily classes). As in any form of motor activity, three main types of pedagogical tasks (educational, recreational and educational) are solved in aerobics classes. The amount of tools (content and types of movements) used in specific lessons to solve these tasks depends on the main purpose of the classes and the contingent of those engaged. Two types of designing programs and conducting aerobics classes are characteristic: free (freestyle) and structural (choreographic) [6].

In the free method, programs are designed during the lesson, while the selection of exercises takes place spontaneously, improvisation is widely used in movements and combinations of the simplest steps that are repeated during a certain dance fragment. When using freestyle, the musical accompaniment, the content of exercises and parts of the lesson, as well as the methods of teaching and conducting exercises used in each subsequent lesson may differ.

In the structural method, programs are designed in advance, using specially prepared musical soundtracks and developed choreographic combinations consisting of combinations of various aerobic steps that are repeated in a combination of exercises in a certain order, with a given frequency, number of movements and in exact accordance with musical accompaniment. Such standardized programs are repeated during a certain cycle of classes, sufficient to solve specific tasks [1].

When determining the advantages of one method of compiling programs over others, experts disagree. Some trainers believe that the spontaneity of freestyle determines the choice for the lesson of the simplest movements, which leads to its monotony, monotony. In addition, those who practice are constantly waiting for the next unfamiliar exercise and perform the options of movements set by the trainer, and not their already known sequence, which reduces the effectiveness of such an action. There is an opinion that this version of the lesson does not require special training of the instructor and is more typical for novice specialists. But there is another point of view on the expediency of using a free method of constructing health programs and conducting an aerobics lesson. The element of surprise characteristic of freestyle is attractive to physically fit individuals with a high level of coordination. And the introduction of a creative component into the lesson with the use of improvisation on a given movement theme requires a high level of qualification, musical and movement training of the instructor [5].

Yet classes delivered on the basis of a structured program can be more challenging and effective for those involved. different target groups. The advantage of this approach is that after learning the exercises, those who do it are more confident in performing dance combinations in different combinations. This option of conducting classes is attractive to many participants, because they get the opportunity to evaluate their achievements and increase their level of training. The development and implementation of a structural program requires more in-depth preliminary training of the instructor, who must select music with a certain number of rhythmic beats per minute, record the soundtrack for the entire program without interruptions in the sound of the music, select and distribute various exercises and connections in the lesson, learn the program and to be able to teach those who are engaged, to manage the load in the following classes [2].

The activities of those who engage in aerobics classes can be organized in a frontal way (everyone who engages in exercises simultaneously), individually (independent performance of a task under the guidance of a trainer) or in a circular way (exercising at "stations" with different goals as part of a small group groups). Recently, various author's programs of strength circular and dance circular aerobics have become widespread.

The choice of exercises for a particular class depends primarily on the age and level of preparation of those engaged in it. In addition to health training, physical education should include learning the basics of psychoregulation and massage, as well as competent self-control and regular medical control. Only a comprehensive approach can ensure the effectiveness of classes to improve health [1].

All physical exercises are divided into local, regional and global. Exercises performed in health aerobics can be attributed to all three groups. The scope of their application corresponds to the tasks of the lesson and its individual parts. For example, local and regional exercises are included in the warm-up, and global (general impact) exercises are performed in the main part of the class to achieve optimal cardiac and respiratory performance. To develop some physical qualities (for example, strength, power endurance, flexibility) in the main and final parts of the class, exercises of both local and regional influence are used [4].

The results of training classes can remain unchanged or improve only with sufficient regularity and repetition of training actions, as well as with observance of the periodicity of training classes with an emphasis on any physical quality (strength, flexibility) - three to four times a week or motor function - respectively task solved by the trainer.

Conclusions. The constant need for improvement is provided by a wide variety of exercises and conditions for their performance, a favorable emotional background, an individual approach, encouragement of activity, adequate criteria for evaluating the effectiveness of classes, a choice in accordance with individual characteristics of forms of criticism and methods of encouragement. Stimulation of interest in systematic classes with health-improving exercises and regular loads is achieved by the formation of a state of satisfaction with classes, awareness of their benefit and necessity.

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