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## **CURRENT ISSUES OF PROFILE TEACHING OF PHYSICAL CULTURE AT SENIOR SCHOOL IN THE CONTEXT OF CONTINUITY AND SUCCESSION EDUCATION**

*Abstract.* The article describes the current trends in the European and world educational space, which led to a rethinking of the main goal and the corresponding tasks of education, outlining the effective ways of its qualitative improvement, adequate to the present historical epoch.

*Key words:* profile education, physical culture, education, modern tendencies, senior school.

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## **СУЧАСНІ ПРОБЛЕМИ ПРОФІЛЬНОГО НАВЧАННЯ ФІЗИЧНОЇ КУЛЬТУРИ У СТАРШІЙ ШКОЛИ У КОНТЕКСТІ НЕПЕРЕРВНОСТІ ТА НАСТУПНОСТІ ОСВІТИ**

*Анотація.* У статті висвітлюються сучасні тенденції європейського та світового освітнього простору, що призвели до переосмислення головної мети та відповідних завдань освіти, ефективні шляхи її якісного вдосконалення, адекватні нинішній історичній епосі.

*Ключові слова:* профільна освіта, фізична культура, освіта, сучасні тенденції, старша школа.

The effective functioning of continuous education depends on the optimality of its structure and content, coherence and continuity of its degrees [6]. Therefore, it is important to ensure the quality of pre-professional preparation of senior pupils for studying at higher educational institutions through a system of specialized education.

Due to the problem of preserving the health of the population of the country, as well as the stability of the labor market needs in highly qualified specialists in physical education and sports, physical education in the elementary school has an important social significance.

The objective discrepancy between the preparation of graduates of general education institutions from the subject «Physical Culture» and the introductory requirements for university entrants in the relevant field requires careful study of the controversy in the «school – higher educational institution» line and the

implementation of measures to ensure the continuity and continuity of profile education and vocational training.

According to N. A. Alik, one of the priority ways to improve the quality of vocational training, is to create conditions for successful adaptation of students to study based on maximum approximation of the educational process in the secondary school to the higher level, that is, ensuring the continuity of general secondary and higher education [1]. This task is solved by integrating general and professional education, reorienting the education of senior pupils to specialized education, that is, the implementation of specialized training of senior school students based on their individual abilities, cognitive interests and needs, conscious choice of professional self-determination, self-realization and successful socialization [2].

Specialized education is more actively implemented every year in domestic secondary schools in different directions according to socially differentiated types of activities, which are conditioned by social development of labor and social demand, although the elective principle and in-depth study of certain subjects in schools of Ukraine has been practiced for more than 20 years. O. V. Kotova points to an increase in attention to improving the physical condition and the formation of physical education in student youth at the state level, and I. M. Voitovich recorded a stable positive dynamics of the interest of senior pupils in in-depth study of physical culture and basics of health and the annual growth of the number of schools of sports profile [4; 5].

The study of modern pedagogical theory and practice confirms the ambiguity of approaches to the organization of profile education of physical culture, the lack of a clearly defined technology for constructing its content and the system for monitoring the quality of professional physical education, the discrepancy between the criteria for assessing the success of graduates of sports schools and the requirements of further education. The latter testifies to the violation of continuity of education in the link «school – higher educational institution».

The poor quality of the preparation of entrants of higher pedagogical educational institutions of physical culture profile against the background of a stable high competition at the entrance objectively confirms the lack of clear criteria for the formation of the content of profile education of physical culture in the senior school and is explained by the obvious shortcomings in the assessment of academic achievements of schoolchildren from the subject.

Thus, the task of the study is to study the actual problems of the profile education of physical culture in the high school in the context of continuity and continuity of the general secondary and higher education and determine the ways of their elimination.

The need to improve the quality of professional education in physical education requires the development of clear criteria for the formation of its content, substantiation of didactic aspects, adaptation to the modern requirements of further education and the

labor market, features of socio-economic infrastructure, needs, intellectual and cultural potential of the region, ensuring functional communication and continuity between general secondary and higher education, the development of an original model of the pedagogical system of profile education of physical culture and effective systems for monitoring the quality of pre-professional physical education.

The analysis of the experience of conducting a sports profile in the national secondary schools and the requirements of further professional education allowed determining the main ways to improve the quality of professional education of physical culture in high school:

1) provision of the preliminary pre-profile stage of the preparation of pupils of the main school through the organization of specialized classes, electoral groups, etc.;

2) elaboration of curricula of the senior school (profile package of subjects) on the basis of requirements of future professional choice, objective tendencies of development of education and science, individual needs, interests and opportunities of students, regional, personnel and material and technical conditions of the institution of secondary education;

3) formation of a stable system for increasing the motivation and professional self-determination of the pupils of the main school, as well as involving parents in determining the future educational profile;

4) taking into account in the formation of the content of the profile education of physical culture the requirements of further education and the formation of the respective competencies;

5) improvement of the system for assessing the success of the study of the profile subject «Physical Culture» and the basis for taking into account the requirements of entrance examinations in higher education institutions of the corresponding profile.

Adequate content of the profile education of physical culture, its full-fledged educational and methodological support, and a comprehensive system of quality assessment increase the efficiency of pre-professional training of graduates, their success in preparing an entrance exam on a profile subject in higher education. The content of the profile education of the physical culture of senior pupils must, first, ensure a high-quality general education of students, secondly – preparation for future professional education, and thirdly – to form initial professional knowledge, skills, qualities and competence. The inclusion in the evaluation system of students' performance of the requirements of the relevant profile to the readiness of the entrants ensures successful adaptation of students, implements the continuity of the general secondary and higher education, and increases the efficiency of further vocational training.

The special study of the subject «Physical Culture» in the elementary school is carried out according to the curriculum [3]. The program is aimed at introducing senior students with the basics of professional activity of physical education specialists

(physical education teacher, sports trainer), mastering them with basic theoretical knowledge, initial methodical and practical skills of pedagogical activity, as well as for raising the skill in the chosen sport activity.

The programs of introductory tests on physical education in pedagogical universities, which train physical education teachers and sports trainers, include the preparation of specially developed norms of general physical fitness, which determine the level of development of the main motor qualities, and differ only in the choice of appropriate tests and motor performance that they determined by the quantitative scales of assessment and taking into account the athletic skill. It requires from the entrants the corresponding preparedness, the level of which determines the success of participation in the creative contest. At the same time, the physical education curriculum for a sports profile shows that the results shown by students in determining the state of physical fitness are not evaluated and are only guidelines for further correction of students, and the main criteria for assessing student achievements are a comprehensive assessment of knowledge, techniques and normative the indicator of motor actions in accordance with the chosen methods of physical culture and sports activities (modules). Thus, there are contradictions between the criteria for assessing the success of profile education in physical education and the requirements put forward by entrants to pedagogical universities in the respective areas of training.

Practice shows that the results of some tests for assessing motor readiness during the entrance exam are rather low, and sometimes the entrant is not able to perform them (e.g., swimming, bending and extension of arms in the emphasis, tightening). This situation is often found among graduates of sports schools. The above justifies the need to improve the criteria for evaluating academic achievements of students from the subject «Physical Culture» from the standpoint of compulsory assessment of overall physical preparedness. Thus, the readiness of the entrants to participate in the creative competition from the educational institutions of higher education is ensured and the quality of the training of graduates of the specialized schools is improved.

Thus, one of the topical problems of profile education of physical culture is the objective discrepancy between the preparation of graduates of general educational institutions from the profile subject «Physical Culture» and introductory requirements for entrants in pedagogical universities in the relevant directions of training. Overcoming contradictions in the «school – higher educational institution» link requires the development of clear criteria for content formation and assessment of the quality of professional education in the physical education of senior pupils, which will contribute to the continuity and continuity of general secondary and higher education.

Further research is planned in the direction of determining the criteria for the formation of the content of profile education of physical culture in the elementary school of general education institutions.

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## **РОЗВИТОК КООРДИНАЦІЙНИХ ЗДІБНОСТЕЙ УЧНІВ 1-4 КЛАСІВ НА УРОКАХ ФУТБОЛУ В ШКОЛІ**

*Анотація.* Обґрунтовано важливість футболу в процесі занять фізичною культурою учнів молодших класів. Визначено особливості розвитку координаційних здібностей дітей 6-10 років. Проаналізовано вплив координаційних здібностей на фізичний розвиток учнів 1-4 класів та їх значення під час занять футболу в школі.

*Ключові слова:* молодший шкільний вік, футбол, урок, координаційні здібності.

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## **DEVELOPMENT OF COORDINATION ABILITIES OF PUPILS OF 1-4 GRADES AT FOOTBALL LESSONS AT SCHOOL**

*Abstract.* The article highlights the importance of football in the process of physical culture training of primary school pupils. The peculiarities of the coordination abilities development of 6-10-year-old children are determined. The influence of coordination abilities on the physical development of pupils of 1-4 grades and their significance during school football lessons is analyzed.

*Key words:* junior school age, football, lesson, coordination abilities.

Футбол – найбільш доступний і масовий засіб фізичного розвитку й зміцнення здоров'я дітей і підлітків. За допомогою засвоєних учнями понять та