

5. Both the organizers of the seminar and its participants should understand that the main goal is the self-improvement of each participant, and not the financial component, the favor of the leading instructor, or the mass factor. Only a conscious attitude of athletes to both training and seminar classes, as well as regularity, accessibility and individuality of training will give the desired result.

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#### FEATURES OF IMPLEMENTATION OF EDUCATIONAL TASKS IN PHYSICAL EDUCATION CLASSES IN INSTITUTIONS OF HIGHER EDUCATION

*The article examines the problems of implementing educational tasks in physical education classes in institutions of higher education. The current state of physical education of students is analyzed. The existing system of training in physical education in institutions of higher education is characterized. The need to improve the organization and planning of physical education classes in conditions of mixed education is substantiated.*

*In the modern system of secondary education for students with health disorders, the presence of physical education is mandatory as an integral part of education and upbringing of the younger generation*

*Today, in the context of numerous innovations proposed by leading state bodies and industry specialists, there is a need to review and update the legal acts regulating the organization of physical culture and health work at school.*

*Preserving and restoring the health of Ukraine's children becomes an extremely important matter, as it is our future and one of the main sources of a full life, happiness, joy, and success of our state. It is not only a person's personal property, but also public wealth, one of the most important indicators of people's well-being.*

*The need to improve and introduce new educational programs for students with nosologies and make certain changes*

to the legislative framework also arises because during the last decade in Ukraine there has been a steady decline in indicators of health and physical fitness of preschoolers, pupils and students.

**Keywords:** physical education, institutions of higher education, physical exercises, educational tasks, students.

**Туряниця І. С., Соболєнко А. І., Корюкаєв М. М. Особливості реалізації освітніх завдань на заняттях з фізичного виховання у закладах вищої освіти.** В статті розглядаються проблеми реалізації освітніх завдань на заняттях з фізичного виховання у закладах вищої освіти. Проаналізовано сучасний стан фізичного виховання студентів. Охарактеризовано існуючу систему навчання з фізичного виховання в закладах вищої освіти. Обґрунтовано необхідність покращення організації та планування занять з фізичного виховання в умовах змішаного навчання.

**Ключові слова:** фізичне виховання, заклади вищої освіти, фізичні вправи, освітні завдання, студенти.

**Formulation of the problem.** The article deals with the organization of physical education in institutions of higher education, the problems are related to the insufficient number of hours of physical education education to solve the tasks of recovery, deterioration of health and level of physical fitness, low motivation for physical activity education of students. Mastering the values of physical culture provides an opportunity for a young person to understand the complexity of life, to form physical and spiritual potential. The study of the literature made it possible to establish about the problem increasing the motor activity of students with the help of implementation innovative technologies and methods for physical education classes in the educational process. Physical education is of great importance for achievement goals in future professional activity.

Today, the main task of physical education is the development of the physical and spiritual strength of the younger generation, the future defenders of the Motherland (from the materials of the meeting of the Board of the Ministry of Education and Science of Ukraine in 2014).

In the modern system of secondary education for students with health disorders, the presence of physical education is mandatory as an integral part of education and upbringing of the younger generation

Today, in the context of numerous innovations proposed by leading state bodies and industry specialists, there is a need to review and update the legal acts regulating the organization of physical culture and health work at school.

The need to improve and introduce new educational programs for students with nosologies and make certain changes to the legislative framework also arises because during the last decade in Ukraine there has been a steady decline in indicators of health and physical fitness of preschoolers, pupils and students. Even in the first grade, there are more than 30% of children who have chronic diseases. In the fifth grade, their number increases to 50%, reaching 64% in the ninth grade (Zh.G. Dyomina, O.V. Tymoshenko)[6].

According to WHO data regarding the state of health of schoolchildren today, there is a 1.5-fold increase in visual acuity and posture disorders, a 1.4-fold increase in the prevalence of diseases of the gastrointestinal tract, a 1.7-fold increase in diseases of the central nervous system, and a 1.7-fold increase in the prevalence of endocrine system diseases. 2.6 times. As a result, 52% of schoolchildren have disorders in the morpho-functional state of the body, 40% of schoolchildren suffer from chronic diseases, and only 10% can be considered healthy [3].

Preserving and restoring the health of Ukraine's children becomes an extremely important matter, as it is our future and one of the main sources of a full life, happiness, joy, and success of our state. It is not only a person's personal property, but also public wealth, one of the most important indicators of people's well-being [4].

The purpose of the work is to substantiate the application of a new method of differentiated education of elementary school students with health disorders in physical education lessons, taking into account the implementation of educational tasks.

After all, the development of this technique will give every student the opportunity to exercise in an optimal movement mode and receive adequate physical activity, fulfill the necessary standards and at the same time get not only a health-improving effect from physical exercises, but also to learn vital movement experience.

**Analysis of recent research and publications.** Conceptual approaches to improving the health of elementary school children with health disorders in the process of physical education are highlighted in the research of scientists O. P. Aksyonova, E. S. Vilchkovskiy, N. F. Denysenko. Among scientific literary sources, there is a significant number of works on therapeutic physical education for various diseases (AL Turchak, VI Dubrovskiy, V.M. Mukhin, V.S. Yazlovetskiy). The issue of working with students of special medical groups was highlighted by such authors as L.I. Ivanova [3], I.P. Bodnar [2], O.V. Bismak [1], V.I. Lyakh et al.

However, the analysis of literary sources indicates that the existing studies mainly concern the health-healing effect of physical exercises on the body of schoolchildren with nosologies. They do not have an algorithm for the process of teaching physical exercises for elementary school students with health disorders, that is, children with certain nosological limitations do not have the right to choose to learn to perform exercises necessary for further use in everyday life.

**Presenting main material.** In order to theoretically and methodologically substantiate the methodology of differentiated teaching of physical exercises for elementary school students with health disorders, we took into account the theoretical and practical experience of domestic and foreign specialists in the field of physical culture in working with students who have nosological manifestations.

The key feature of the developed methodology is the implementation of educational tasks of physical education, which consists in the formation of motor experience - an arsenal of motor skills and skills of students who have deviations in health, taking into account nosological contraindications and individual typological features of psychophysical development, which will enable students with health disorders to exercise in the optimal movement mode for them.

The revival of national education takes place, first of all, through teaching staff. The teacher performs an important social function, carries out spiritual, mental, physical development and education of a new person. His work is aimed not only at the organization of the educational process, but also at the organization of sports and mass events, health-improving activities of students, and the systematic solution of new tasks of forming the traits of an active citizen. Therefore, the main directions of reforming effective ways of promoting the formation of the cult of health, the upbringing of physically, psychologically and spiritually healthy

a citizen of the state. One of the important tasks of institutions of higher education is the formation of the activity of teachers in physical culture activities, which determines the manifestation of initiative,

purposefulness, determination, is an important means of improving physical and mental health and, at the same time, one of the indicators of the effectiveness of the professional training process, since the teacher's attitude to physical activity is projected onto students, is an example to follow.

The most productive approach to the development of this problem is the study of the internal reserves of the activity of the student's personality as a subject of educational and professional activity. One of the main sources of personality activity is incentives that give the process of physical education effective focus and subjectively significant positivity. Therefore, the formation of physical education by the teacher is, first of all, the problem of stimulating the activity of students higher institutions to conscious, personally significant physical activity.

The analysis of modern approaches to the development of physical culture in Ukraine determines the priority of motor activity, a healthy lifestyle, in fact, in isolation from the personal qualities of a person. Value benchmarks were neglected personality, the formation of its spiritual culture, and not only spiritual health.

Achieving the set goal is ensured by solving the following tasks:

- development of the content of physical education lessons for students with health disorders, taking into account nosological features, as well as the variability of psychophysiological development and physique of students:

- implementation of educational tasks in physical education lessons for students with health disorders;

- optimal use of means of physical culture to strengthen and restore health;

- gradual adaptation of the body of students with nosologies to the impact of physical exertion;

- development of physical qualities and development of vital motor skills and skills of students with health disorders;

- destruction of residual phenomena after transferred diseases with the help of corrective physical exercises;

- teaching self-control during physical exercises, self-assessment of individual indicators of physical development and physical fitness;

- education of students' willpower and interest in regular physical education classes;

- formation of a motivational and valuable attitude to physical culture, a healthy lifestyle and the need for regular physical exercises;

- learning the rules of independent selection, composition and execution of a set of exercises for morning hygienic gymnastics;

- development of the differentiated content of educational material on the subject "Physical Culture" for elementary school students with health disorders and its implementation in the system of physical education.

The implementation of the last task consists in updating and improving the existing curriculum for students of disorders.

It includes restrictions on exercises for strength, speed, endurance, significantly reduced distances of walking and running, skiing and skating, jumping is associated with significant tension and vibration of the body, takes into account the stage and dynamics of the pathogenesis of the diseases of students of this group [5].

But it does not provide for the division of children in physical education lessons according to nosologies, it is built on general restrictions and has a repressive character, that is, students of a special medical group do not have the opportunity to perform physical exercises in the optimal mode for them, since there is a ban or restriction of motor activity for them activity in connection with the disease. Equally important is that it lacks an algorithm for the process of learning physical exercises, that is, there is no implementation of educational tasks in physical education classes at all.

This approach to education leads to deterioration of physical health and, as a result, exacerbation of diseases, children's psychological condition also worsens and there is a reluctance to attend physical education classes. In addition, the current program does not correspond to modern trends in the development of the physical education system in connection with integration into the European educational space.

One of the promising directions for solving this problem is the implementation of the method of differentiated training of physical exercises for elementary school students with health disorders. Peculiarities of conducting physical education lessons in elementary school with students of primary school are taking into account the individual typological features of the psychophysical development of the child's body, nosological contraindications to the formation of a movement regime, which will allow the implementation of educational tasks of physical education into practice.

This approach will enable students with health disorders to perform vigorous motor tasks, which will not only have a health-improving effect, but will also provide motor and technical training of schoolchildren in accordance with the selected types of physical culture and health-improving activities.

In the studies, the lack of formation of the value attitude of students towards physical culture, as well as the presence of negative experiences during physical education classes and the absence of the main factors of students' activity towards physical exercises can be traced.

The formation of value categories of personal physical culture among students, which proves that, using the theory

"immersion" in the chosen type of physical activity and the removal of limiting factors when organizing the process of physical education, based on the freedom of choice of students, can influence the formation of a hierarchy of priority needs and value orientations of an individual, satisfying the basic needs for safety and

moving to the foreground higher personal needs for self-actualization with value orientations on individual physical culture.

**Conclusions.** Therefore, the analysis of the existing system of physical education in institutions of higher education indicates the lack of implementation of educational tasks in the teaching of physical exercises, which made it possible to justify the use of a new method of differentiated education of elementary school students with health disorders in physical education classes, taking into account the implementation of educational tasks .

Their implementation involves: optimal distribution of educational material, compliance with the principles of physical education, rational organization of classes, optimal selection and dosage of physical exertion, objective criteria for evaluating educational achievements. In addition, a comprehensive study of nosologies, individual-typological features of the psychophysical development of schoolchildren with various diseases makes it possible to apply an individual approach, which effectively affects both the learning of physical exercise and the student's well-being.

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### ВПЛИВ ДЕЯКИХ ВИДІВ РУХОВОЇ АКТИВНОСТІ НА ФІЗИЧНИЙ СТАН ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ: ТЕОРЕТИЧНИЙ АСПЕКТ

*У статті розглянуто аеробіку, атлетизм, бадмінтон, настільний теніс та теніс як засоби фізичного виховання здобувачів закладів вищої освіти. Розкрито ефективність систематичних занять даними видами рухової активності студентською молоддю.*

*Зазначено, що рухова активність сприяє зміцненню здоров'я, підвищенню рівня фізичної підготовленості, працездатності та якості життя. А малорухливий спосіб життя, який властивий здобувачам закладів вищої освіти, негативно впливає на їх фізичний стан.*

*Установлено, що аеробіка, атлетизм, бадмінтон, настільний теніс та теніс відіграють важливу роль у фізичному вихованні здобувачів закладів вищої освіти. Виявлено позитивний вплив систематичних занять даними видами рухової активності на фізичний стан зазначеного контингенту.*

**Ключові слова:** аеробіка, атлетизм, бадмінтон, здобувачі вищої освіти, настільний теніс, теніс, фізичний стан.

**Bakanova Oleksandra. The influence of some types of motor activity on the physical condition of students of higher education: theoretical aspect.** *The article examines aerobics, athleticism, badminton, table tennis and tennis as means of physical education for applicants of institutions for higher education. The effectiveness of systematic classes with these types of motor activity by student youth has been revealed.*

*It is noted that physical activity helps to strengthen health, increase the level of physical fitness, work capacity and quality of life. And the sedentary lifestyle, which is characteristic of applicants of institutions for higher education, negatively affects their physical condition.*

*It has been established that aerobics, athleticism, badminton, table tennis and tennis play an important role in the physical education of applicants of institutions for higher education. The positive influence of systematic classes with these types of motor activity on the physical condition of the specified contingent was revealed.*

**Key words:** aerobics, applicants for higher education, athleticism, badminton, physical condition, table tennis, tennis.