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#### IMPLEMENTATION OF HEALTH-SAVING TECHNOLOGIES IN SWIMMING LESSONS

*The article defines the peculiarities of the implementation of health-saving technologies in swimming lessons in higher education institutions. Modern health-saving technologies used in the field of physical education of student youth are disclosed. The current state of health and physical fitness of student swimmers was analyzed, a set of problems related to the development of sports and mass swimming in Ukraine was identified, in particular, regarding the training of the country's population and its conscript contingents in the ability to swim. The role and place of swimming in the system of physical fitness of student youth and ensuring their adherence to the basics of a healthy lifestyle in the context of the implementation of health-saving technologies are determined.*

*Swimming training is carried out in the form of practical classes, which take up one training pair (2 academic hours).*

*Methodical planning and structuring of the training process, which includes the logical and systematic ordering of several training variables (intensity, volume, frequency, recovery period and exercises) in an integrative way aimed at optimizing specific performance results at predetermined points in time.*

*The main characteristics of such approaches are systematic variations in the content of the intensity of classes and the amount of workload throughout the entire program.*

*However, this should not be seen as a simple strategy of training variation, but as an appropriate sequence and integration of different training variables, including not only volume and intensity, but also frequency, recovery periods, density and selection of exercises.*

*The duration of each session may increase. The total training contribution of strength work on land is a product of intensity, frequency and duration of training. The general goal is the uniform development of all muscle groups.*

*Land exercises are used to train muscular strength and endurance, and they complement the improvements in muscular endurance that result from swimming training. The exercise program should be simple (that is, two exercises for each of the main muscle groups) so that it corresponds to the total training time for one session.*

**Keywords:** *health-saving technologies, physical qualities, students of higher education.*

**Голубєва В., Мартинов Ю., Назимок В. Реалізація здоров'язбережувальних технологій на заняттях з плавання.** *В статті визначено особливості реалізації здоров'язбережувальних технологій на заняттях з плавання у закладах вищої освіти. Розкрито сучасні здоров'язбережувальні технології, які використовують у галузі фізичного виховання студентської молоді. Проаналізовано сучасний стан здоров'я та фізичної підготовленості студентів плавців, виявлено комплекс проблем стосовно розвитку спортивного і масового плавання в Україні, зокрема щодо навченості населення країни та призовних його контингентів вмінно плавати. Визначені роль та місце занять*

плаванням в системі фізичної підготовленості студентської молоді та забезпечення дотримання нею основ здорового способу життя в контексті реалізації здоров'язбережувальних технологій.

**Ключові слова:** здоров'язбережувальні технології, фізичні якості, здобувачі вищої освіти.

**The urgency of the problem.** The general physical training of students when learning to swim is an important component of training. General physical training is used as an effective means of recovery. The exercises performed in these classes develop strength, speed, endurance and dexterity, increase the functional capabilities of the body engaged in and the emotionality of the classes, as well as promote active recreation. The development of basic physical qualities (endurance, strength, speed, flexibility) is carried out both on land and in water. Exercises performed in water are less effective than on land. Therefore, swimming lessons must be combined with general physical training on land, which is carried out throughout the year in the fresh air (in the forest, in the park, at the stadium, on the sports field).

As practice has shown, if during learning to swim a student will perform part of the exercises on land and the other part in water, the total amount of load transferred increases significantly, thereby contributing to the effective development of basic physical qualities and increasing the level of physical fitness.

**Analysis of literary sources.** In order for physical education in a higher education institution to perform its functions and be an effective means of strengthening health and improving the physical fitness of students, the main principles of its organization should be regularity, sufficiency and flexible variability, reflecting the specifics of educational work and the lifestyle of young people. Therefore, research aimed at improving the forms and methods of teaching swimming, developing pedagogically effective methods and technologies for conducting swimming lessons, acquiring special knowledge, vital motor skills and M. Ya. Bondarchuk applied swimming skills; M. M. Bulatova; V. L. Volkov.

Experience of pedagogical and sports practice Yu. P. Kobyakov; O. Yu. Fanygin; O. V. Tereshchenko testifies that physical exercises in the water environment are an effective means of influencing the physical fitness of young people.

**Presentation of the main research material.** Swimming training at a higher education institution takes place in a modern swimming pool, equipped with equipment necessary for learning and improving swimming technique (swimming boards, aqua dumbbells, flippers, aqua belts, shovels, etc.). Classes are held according to the Swimming Program and outline plans developed for students of the higher education institution and approved by the department.

When teaching students to swim, the main tasks are:

- mastering the vital skill of swimming;
- strengthening health, hardening, instilling hygienic skills;
- strengthening of the musculoskeletal system, comprehensive physical development and improvement of basic physical qualities (strength, flexibility, speed, endurance, dexterity);
- familiarization with water safety rules.

Students were offered not only basic swimming lessons, but also lessons in aquarium science, diving, life saving and water games. Students with high levels of swimming confidence began attending electives where they could hone their swimming skills under the guidance of swimming instructors. Some institutions of higher education organize swimming meets where students from neighboring universities can compete in different swimming distances. Of course, the achieved results are still far from perfect, but participation in such an event increases students' motivation and gives them unforgettable memories. Although the methods of teaching swimming are not very different from those used in teaching gymnastics or sports games, the aquatic environment requires some special principles that are crucial during swimming lessons.

The most important aspect of swimming lessons is student safety. The instructor should plan swimming lessons based on the age of the students, their confidence level, the amount of swimming equipment (e.g. boards), the available space in the pool (e.g. the number of lanes) and the depth of the pool. The instructor should be in a position with a good view of the entire pool and should always be ready to help students. Special care should be taken by non-swimmers. According to the instructors, in order to avoid accidents in the pool, it is necessary to strictly follow the following rules:

- no more than 15 students per teacher;
- students are divided into groups according to their level of preparation;
- gradual introduction of new tasks;
- close cooperation with the savior.

Another problem that causes inconvenience during swimming lessons is the communication between the teacher and the students. In fact, a student often does not see or hear the teacher while swimming.

And another problem that can arise during swimming lessons is the anxiety of students in front of the water. The task of the teacher is to distribute exercises between anxious and calm students in order to maintain the appropriate level of intensity of the lesson.

It's actually not easy because students can vary in their level of anxiety. Some of them may be afraid of exhaling in the water, others - diving. To overcome students' fear of water, it is necessary to conduct swimming exercises using psychological methods. Swimming pools may not be equipped with sufficient flotation devices and accessories. The most common means of ensuring buoyancy are footboards. If two or more classes are held at the same time in the pool, the instructors must decide how to distribute the equipment among the students. Although some studies show that using too many assistive devices may not improve the swimming skills of the participants, these devices are very useful in training non-swimmers.

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Methodical planning and structuring of the training process, which includes the logical and systematic ordering of several training variables (intensity, volume, frequency, recovery period and exercises) in an integrative way aimed at optimizing specific performance results at predetermined points in time.

The main characteristics of such approaches are systematic variations in the content of the intensity of classes and the amount of workload throughout the entire program.

However, this should not be seen as a simple strategy of training variation, but as an appropriate sequence and integration of different training variables, including not only volume and intensity, but also frequency, recovery periods, density and selection of exercises.

The duration of each session may increase. The total training contribution of strength work on land is a product of intensity, frequency and duration of training. The general goal is the uniform development of all muscle groups.

Land exercises are used to train muscular strength and endurance, and they complement the improvements in muscular endurance that result from swimming training. The exercise program should be simple (that is, two exercises for each of the main muscle groups) so that it corresponds to the total training time for one session.

Students passing from one station to another, performing a fixed number of repetitions (or performing exercises for a fixed time interval) at each station, resting between stations. In general, rest and repetition are used to control the relative strength/endurance characteristics of training. Longer rest between stations and fewer repetitions at each station will help develop muscle strength.

Shorter rest and higher repetitions (performed at a lower percentage of maximum power) will help develop muscular endurance.

Specific exercises are prescribed on an individual basis (for example, developing "leg strength" for one swimmer or stability and shoulder strength for another). Strength training should always be integrated into a swimming program to improve overall swimming performance.

The teacher should know that certain skills and physiological capabilities of the student interact with other factors of the development of physical qualities at the later stages of classes.

For example, the development of stroke technique in the early stages of training (at a low physical load) will affect the ability to swim effectively or make changes to the stroke in the later stages of training (at a high physical load). Some physiological abilities, such as aerobic endurance, develop quite rapidly during a critical period of development and then increase only slightly in later years. Other possibilities, such as rapid increases in muscle strength and power, are revealed both by the length of the run and the intensity of the pace used. Only then can the effect of strength training be fully realized.

Studies have shown that physical training itself can affect some aspects of the body's development during training. These points are made in order to emphasize that the teacher should always take into account the differences between students when planning a training program.

Such activities can improve a student's ability to swim. Aerobic strength and endurance are able to develop the combined effects of low-intensity, longer training sessions. For this purpose, both continuous and interval classes are common in institutions of higher education, they are effective for the development and maintenance of high oxidative capacity of muscles and increased reserves of fuel in muscles.

The advantages of swimming classes are obvious: these classes are even more effective (from the point of view of physical activity) than other types of physical education.

Students should not completely stop training, but should reduce the physical load and increase the emotionality of the class.

Swimming technique exercises, performed by students on land and in water, expand his motor skills, are the foundation for forming his style when swimming in the main way.

Health-saving technologies are a system of measures that includes the relationship and interaction of all factors of the educational environment aimed at to preserve the child's health at all stages of his education and development. Health-preserving technologies are a holistic system of educational and recreational, corrective and preventive measures, which are carried out in the process of interaction child and teacher, child and parents, child and doctor. The purpose of these educational technologies is to provide the child with the opportunity to save health, to form the necessary knowledge, abilities and skills of a healthy way life, teach how to use the acquired knowledge in everyday life.

Health as a subject of health care technologies implies physical, mental, social and ethical health. Thanks to the use health-protecting technologies in children improve their memory, attention, thinking, increasing abilities to voluntary control, improvement general emotional state, work capacity increases. Health-preserving pedagogical technologies are used in various types of activities and are presented as conservation technologies and health promotion, dynamic pauses, moving and sports games, relaxation, finger gymnastics, eye gymnastics, breathing gymnastics and gymnastics awakening

**Conclusion.** Thus, as a result of the analysis of literary sources, it was found that swimming has a positive effect on the culture of movements, allows you to control your movements in the water, and this, in turn, has a positive effect on improving the level of development of physical qualities and moral and willpower, on increasing speed and strength preparedness. In addition, the appropriate use of swimming equipment guarantees the emotionality of classes and the versatile physical impact on various muscle groups, allows to increase the level of development of the components of physical fitness, the interest of students, the motor density of classes and the realization of both a health-improving task and the formation of a solid foundation of work capacity for a long and active life of an individual. It is important to use the means of physical fitness when learning to swim, taking into account the balanced volumes of physical exertion, of different orientations, which allow to ensure the effectiveness of the pedagogical influence on solving the health-improving task and obtaining a long-term training effect, taking into account the age, gender and professional characteristics of the contingent.

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### ACADEMIC INTEGRITY AT THE CURRENT STAGE OF HIGHER EDUCATION DEVELOPMENT

*The article is devoted to the issue of improving the effectiveness of the educational process of student youth based on the use of the concept of "academic integrity" and its application in the educational process. The following research methods were used: analysis of scientific and methodological literature, and a questionnaire survey of students. Several regulatory documents controlling norms and violations of the principles of academic integrity in the field of education were analyzed. In terms of the problems of various educational institutions that arise during the mandatory check of Bachelor's and Master's theses for plagiarism, the opinion of experts in this regard has been considered and analyzed. The definition of the concept of "academic integrity" is given. 157 first- and second-year female students of the Oles Honchar Dnipro National University took part in the questionnaire survey. The students' opinion on deregistration, biased assessment, provision of unreliable information, bribery, and other factors of academic integrity was clarified. The topicality and practicability of the chosen research problem have been proven.*

**Keywords:** *academic integrity, academic plagiarism, participants in the educational process, student, higher education.*

**Глоба Т., Присяжна М., Могильний І., Черевко А. Академічна доброчесність на сучасному етапі розвитку вищої освіти.** Стаття присвячена питанню покращення ефективності освітнього процесу студентської молоді на основі використання поняття «академічної доброчесності» та задля застосування її в навчальному процесі. Були використані наступні методи дослідження: аналіз науково-методичної, та фахової літератури, проведено анкетне опитування студентів. Проаналізовано низку нормативних документів що регламентують норми та порушення принципів академічної доброчесності у сфері освіти. Розглянуто та проаналізовано думку фахівців щодо проблематики багатьох закладів освіти які виникають при обов'язковій перевірці бакалаврських та магістерських робіт на плагіат. Наведено визначення поняття «академічна доброчесність». В анкетному опитуванні приймало участь 157 студенток Дніпровського національного університету імені Олеся Гончара, перших та других курсів. З'ясована думка студентів щодо списування, необ'єктивного оцінювання, надання недостовірної інформації, хабарництва та інших чинників академічної доброчесності. Доведено актуальність і доцільність обраної проблеми дослідження.

**Ключові слова:** *академічна доброчесність, академічний плагіат, учасники освітнього процесу, студент, вища освіта.*

**Formulation of the problem.** Education is an important component in building a conscious and active civil society. However, today Ukraine, despite its considerable potential, is not among the countries with the most developed educational system. After 2014, significant changes took place at the state level, which affected reforms in the education system as well. Educators started to discuss the term "academic integrity" more often. After the adoption of the Law of Ukraine "On Education" in 2017, academic integrity as a concept became formalized at the legislative level; unfortunately, until now its main principles are often neglected [5, 2].

The integration of the principles of academic integrity into the educational process is incredibly important. A set of mechanisms for checking academic papers for the presence of academic plagiarism, improving communication between professors and students, and supporting the administration of higher education institutions in the principles of academic integrity - all this creates conditions for improving the quality of higher education in Ukraine. The administration of higher education institutions and professors face an important task represented by building an effective educational process where the focus will be on the quality of education [5].