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## FEATURES OF THE IMPLEMENTATION OF HEALTH CARE COMPETENCE IN PHYSICAL EDUCATION CLASSES

*The analysis of literary sources on the research of the above-mentioned topic was carried out and it was determined that the most important task of modern education is the education of a healthy generation, the conscious attitude of the individual to his health and the health of others, the formation of physical, moral and mental health, the perceived need for physical improvement, development of interest and habit for independent physical education and sports, acquisition of knowledge and skills of a healthy lifestyle. The peculiarities of the implementation of health-preserving competence in physical education classes in higher education institutions are revealed. The main implementation problems and ways to solve them have been identified. It has been proven that health-preserving competence is one of the main factors in the process of physical education and the involvement of student youth in physical activity.*

*During training, the teacher must pay attention to the performance of movements by students, evaluate them and set new movement tasks in a timely manner. The teacher's remarks and instructions should be such as to accustom students to independent analysis of the performed movements. Training should begin with the types of athletics that are most accessible and necessary for the development of basic physical qualities, such as running. First, it is a run for medium and long distances, and you need to focus on the swing step technique. Having mastered the technique of running for medium and long distances, they begin cross-country running, and after that they teach running at high and maximum speed, that is, for short distances.*

**Key words:** *physical education, motor activity, students, health care competence.*

**Карпюк Ірина, Обезюк Тетяна, Качалов Олександр. Особливості впровадження здоров'язбережувальної компетентності на заняттях з фізичного виховання.** Здійснено аналіз літературних джерел по дослідженню вищезазначеної теми та визначено, що найважливішим завданням сучасної освіти – є виховання здорового покоління, свідомого ставлення особистості до свого здоров'я та здоров'я оточуючих, формування фізичного, морального і психічного здоров'я, усвідомленої потреби у фізичному вдосконаленні, розвитку інтересу і звички до самостійних занять фізкультурою і спортом, набуття знань і умінь здорового способу життя. Розкрито особливості впровадження здоров'язбережувальної компетентності на заняттях з фізичного виховання у закладах вищої освіти. Визначено основні проблеми впровадження та шляхи їх вирішення. Доведено, що здоров'язбережувальна компетентність є однією з головних у процесі фізичного виховання та залучення студентської молоді до рухової активності.

**Ключові слова:** *фізичне виховання, рухова активність, студенти, здоров'язбережувальна компетентність.*

**Formulation of the problem.** The most important task of modern education is the upbringing of a healthy generation, the conscious attitude of the individual to his health and the health of others, the formation of physical, moral and mental health, the perceived need for physical improvement, the development of interest and the habit of independent physical education and sports, acquiring knowledge and skills of a healthy lifestyle.

The time has come when the traditional education system does not meet modern requirements. It is more focused on acquiring knowledge and information, and the formation of life skills and skills is insufficient, the level of preparation of children for independent life does not meet modern requirements. Adolescents need not only knowledge, but also life skills that help them make choices, achieve goals, adjust behavior, assess risks, maintain and improve health and quality of life.

Socio-economic transformations in Ukraine and the global environmental crisis have actualized the problem of preserving the physical, mental, spiritual and social health of the younger generation. This set the secondary school the task of creating such conditions for the development of students that would contribute to the establishment of a healthy lifestyle and the harmonization of their relationships with the environment. In the targeted comprehensive program "Physical education - health of the nation", the task is to ensure the reorientation of the physical culture and sports industry to strengthen the health of the population by means of physical education, physical culture and sports, and the formation of the need for physical self-improvement in the citizens of Ukraine.

The need to change the attitude towards child health in the education system becomes obvious. Today, the lesson, as the main form of organization of the educational process, is no longer considered modern, even if it is distinguished by all the variety of the most modern means and pedagogical techniques, if the health of the child is not taken into account in this lesson, if the child loses his health during the lesson. The requirements of the modern education system are the formation of students'

competence, among which health care is a priority.

Health-preserving competence is a set of knowledge, skills, attitudes and values aimed at preserving and strengthening the health of one's own and others, in lessons and in extracurricular activities.

Health-preserving pedagogy, on the one hand, should form in students special knowledge, abilities, skills to preserve and strengthen their health, create an individual healthy lifestyle, and on the other hand, provide in pedagogical technologies the possibility of independent attempts to improve themselves and their bodies, psyche, emotions, work on the development of one's communication skills, cultivate a humane attitude to the world, to the environment, to oneself

**Analysis of literary sources and publications.** The problems of forming students' health care competence in pedagogical theory were studied by N. Denysenko, L. Drobot, O. Kolyshkin, V. Lipa, G. Mersianova, I. Piskunova, I. Shyshova, and others. N. Miller, O. Pidhirna, and M. Stepanova considered the educational environment from the standpoint of protecting the health of students and various subjects of the educational process. Health-saving pedagogical technologies became the subject of study by O. Dubogai, L. Ivanova. However, there is not enough work on the implementation of this task in institutions of higher education today

**Presentation of the main research material.** Today, the organization of higher education, including physical education, involves a competency-based approach, characterized by the orientation of the educational process to achieving integral learning outcomes, which are the general and special competencies of those who study. One of the competences that is formed by means of physical exercises is health-preserving. "Health care competence is an integrative personality formation, which includes a positive motivational and value focus on a healthy lifestyle, awareness of health care activities, a set of physical and intellectual qualities of a person, necessary for independent and effective resolution of various life situations, creating better conditions for oneself, one's own health in constructive interaction with others" [1].

The formation of health-preserving competence of schoolchildren should meet the requirements of modernity and contribute to personal health-preserving, the introduction of health-preserving technologies into the educational process [2]. The concept of the formation of health-preserving competence of schoolchildren is understood as a purposeful process of forming a positive motivational and value orientation towards a healthy lifestyle, students' mastery of knowledge, skills to conduct health-preserving activities, experience of health-preserving; development of personal qualities, which is carried out by means of health-saving technologies, taking into account the specifics of the functioning of school institutions.

In connection with the peculiarities of the organization of lessons in schools with small numbers in rural areas, joint lessons with girls and boys are allowed, however, taking into account gender characteristics and the level of preparation. In senior classes, physical education lessons have an educational and training direction, they are close to training in youth sports, so it is possible to increase their intensity [3].

In institutions of higher education, it is necessary to periodically change the structure of lessons so that their effectiveness does not decrease, to do a special warm-up in the main part of the lesson, to use the method of individual tasks more often.

During the training of athletics exercises, first master the main phase of the exercise and gradually move to the secondary ones, making the conditions for performing the exercise more difficult. To master the technique, special underwater exercises, structurally similar to the main ones, are used. Training in the technique of athletics exercises has a typical scheme and consists of stages.

The first stage of training is to create in students a correct idea about the technique of performing the exercise. This can be achieved by:

- a) a verbal explanation of the exercise with an emphasis on the main requirements of the competition rules;
- b) a perfect demonstration of the exercise technique;
- c) illustrating the technique of the exercise with the help of various visual aids (illustrations, drawings, diagrams, video material), accompanying the demonstration with methodical instructions on how to master the exercise.

The second stage is mastering the technique of the main link, then its details and the technique of the exercise as a whole. For this you can use:

- a) special preparatory exercises for mastering the main part of the exercise (if the exercise is difficult);
- b) studying the exercise in its simplest form, focusing first on the main phase, and then on the details of the technique;
- c) studying the exercise as a whole.

The third stage is clarification of the individual features of each student's technique and determination of the way of its further improvement. For this:

- a) perform various exercise options, selecting individual techniques for mastering the technique;
- b) conduct control classes and competitions with evaluation of exercise technique [4].

During training, the teacher must pay attention to the performance of movements by students, evaluate them and set new movement tasks in a timely manner. The teacher's remarks and instructions should be such as to accustom students to independent analysis of the performed movements. Training should begin with the types of athletics that are most accessible and necessary for the development of basic physical qualities, such as running. First, it is a run for medium and long distances, and you need to focus on the swing step technique. Having mastered the technique of running for medium and long distances, they begin cross-country running, and after that they teach running at high and maximum speed, that is, for short distances [2].

At the same time, they continue to improve the technique of swing step, start, finish, etc. Then they move on to learning the technique of relay running, running with barriers and obstacles. The technique of jumping usually begins to be learned from high jumps, because they make it possible to better master the combination of swing movement with push-off. As you master the technique of sprinting, you can move on to learning long jumps from a run. The sequence of learning individual methods of long and high jumps can be different.

After that, they begin to learn the triple jump from the run. Throwing begins with throwing balls of different weights, then

moves on to shot put and discus throwing. After that, you can start mastering throwing a grenade, spear and hammer. Both during training and during improvement in various types of athletics, it is necessary to be able to evaluate the correctness of the exercises, find errors and correct them. The most common causes of errors are as follows:

1. Haste in learning, when, without having mastered the main links of the movement, they move on to studying the details.
2. Mastering the following elements of the exercise technique on the basis of previously incorrectly learned movements.
3. Insufficient general physical fitness, the level of which does not make it possible to correctly perform the exercise in general or some of its details.
4. Insufficient moral and willpower preparation, as a result of which it is more difficult for students to overcome difficulties (for example, during a hurdle race). It is very important for the teacher to be able to correctly identify the student's mistake, and if there are several mistakes, then to establish the main one and analyze the reasons for its occurrence. Corrections begin from it, and then errors are eliminated in detail. It is also necessary to teach students to analyze and correct errors [1].

To eliminate errors, the following measures can be recommended: re-explanation and demonstration; viewing cinemagraphs (viewing one's own performance gives a special effect), posters; special techniques and certain meaningful tasks (getting an object with a hand or hands, swinging foot, etc.); giving a signal at the right moment of movement; support and encouragement, etc.

The use of the natural environment contributes to the improvement of the health orientation of athletics lessons. In natural conditions, the content of means of teaching physical exercises and development of motor skills is expanded due to the use of the forces of nature, more variable conditions are created for regulating physical exertion. Peculiarities of the organization of physical education lessons in rural schools and the age characteristics of high school students determine the possibilities of ensuring their training nature and implementing an individual approach [3].

Thus, the school system of physical education in rural areas has its differences conducting lessons, since the quality of the educational process is affected by many factors caused by its lack of staff, namely the level of professional skill of teachers, the status of physical education among the management, material and technical equipment of the school, climatic and geographical conditions, village traditions, etc.

The health-preserving educational process is based on the competence approach as a system-forming factor in the development of students' personal qualities and the formation of a positive attitude towards human health. The concept of "competence" is complex and multi-level and is defined as a set of knowledge, abilities, skills, abilities, values, methods of activity, which contributes to personal success and improves the quality of the educational process.

Health-saving technologies today should be understood as:

favorable conditions for the child's education at school (absence of stressful situations, adequacy of requirements, teaching and upbringing methods);

optimal organization of the educational process (in accordance with age, sex, individual characteristics and hygienic norms); full-fledged and rationally organized motor mode.

It should be noted that the introduction of health-preserving educational technologies is connected with the use of medical (medical-hygienic, physical culture-rehabilitation, treatment-recovery), socially adapted, ecological health-preserving technologies and technologies for ensuring the safety of life activities [4].

The essence of health-preserving and health-forming technologies appears in a comprehensive assessment of the conditions of education and training, which allow to preserve the existing state of students, to form a higher level of their health, healthy lifestyle skills, to monitor the indicators of individual development, to predict possible changes in health and carry out appropriate psychological-pedagogical, corrective, rehabilitative measures in order to ensure the success of educational activities and its minimal physiological "cost, improving the quality of life of the subjects of the educational environment.

The formation of students' health-preserving competence should begin with the physical culture of the individual.

The effectiveness of physical education lessons depends on the teacher's ability to make the most of all the opportunities that the school has. The lack of sports halls in small schools is compensated by the presence of a pre-school sports ground or a specially equipped place for physical exercises. Conducting classes in the fresh air is especially valuable because it hardens the body and increases its resistance to colds. A lesson in a small school due to its organizational and didactic features does not provide students with the necessary educational and training effect and, in the best case, can help in learning certain types of movements. solving certain educational, health and educational tasks of physical education in rural areas [4].

Therefore, special attention should be paid to the use of effective types of physical culture and health activities that can be engaged in by a large number of students of different ages and genders at the same time, ensure the full development of motor qualities, the formation of motor experience, have a high variety of means and emotionality, that is, form the health-preserving competence of schoolchildren.

**Conclusions.** Theoretical aspects of the process of formation of health-saving competence in physical education classes are highlighted. It was determined that the implementation of health-preserving competence in physical education classes consists in the formation of a positive motivational and value focus on a healthy lifestyle, students' mastery of knowledge, skills to organize health-preserving activities, mastering the experience of health-preserving; development of personal qualities, which is carried out by means of health-improving methods and health-preserving technologies, taking into account the specifics of the functioning of educational institutions. The formation of health-preserving competence of students is defined as the integrative formation of the personality, which includes a positive motivational and value orientation towards a healthy lifestyle, awareness of the features and functions of health-preserving activities, a set of physical and intellectual qualities of a person, necessary for the independent and effective solution of various life situations, creating better conditions for oneself, one's own health in constructive interaction with others.

Today, there is still a lack of scientifically based recommendations and materials on the formation of health-preserving

competence in institutions of higher education during physical education classes.

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### ASPECTS OF TECHNICAL AND TACTICAL TRAINING OF YOUNG FOOTBALL PLAYERS

*Training of sports reserve for professional football has always attracted much attention. This is evidenced by a significant number of studies devoted to this issue, within which experts in professional children's and youth football emphasize the lack of necessary engagement in elite sport young athletes, well-prepared in terms of technical and tactical skills. One of adequate responses in the considered aspect is further improvement of efficient training of a prospective competitive sports reserve based on intensified improvement of quality of scientific and methodical support during training process. The aim of the research work is to substantiate scientific approaches to formation of a step-by-step management system within the long-term process of developing football players' technical and tactical skills. We have carried out the analysis of program documents, literature sources and practical activities of children's coaches in the process of implementing long-term training programs for young football players in leading European football academies and national federations. A number of fundamental and systemic differences between traditional and progressive approaches to arrangement of educational and training process have been shown. It has been determined that the existing "organized" football, the system of conducting children's and youth competitions, as well as pedagogical approaches to training young talents, are aimed at speeding up training process, achieving instant results, team-group form of conducting classes, which do not contribute to individual development and training of a smart player, capable of creatively approaching the solution of tactical and technical tasks. We have substantiated approaches to making changes in the practice of long-term training for young football players based on application of situational game method, which is a key point for effective training, development of individual capabilities and formation of game intelligence. A strategy for managing training process has been determined based on the introduction of a phased (gradual) system of tactical and technical training for young football players, which will further determine player's potential at professional level. We have indicated the necessity of making changes to pedagogical approaches of managing sports activities for young football players and evaluating the effectiveness of children's coaches' work.*

**Key words:** long-term training, sportsmanship, young football players.

**Николаєнко, В. В. Воробієв М. І. Аспекти техніко-тактичної підготовки юних футболістів.** Фахівці професійного та дитячо-юнацького футболу підкреслюють відсутність необхідного надходження для спорту вищих досягнень, молодих, добре підготовлених у техніко-тактичному плані спортсменів. Одною з адекватних відповідей у розглянутому аспекті уявляється подальше підвищення ефективності підготовки конкурентоспроможного, в найближчій перспективі, спортивного резерву на основі інтенсифікації вдосконалення якості науково-методичного супроводу тренувального процесу. Мета роботи - обґрунтувати наукові підходи щодо формування поетапної системи управління багаторічним процесом становлення техніко-тактичної майстерності футболістів. Проведено аналіз програмних документів, літературних джерел і практичної діяльності дитячих тренерів у процесі реалізації довготривалих програм підготовки юних футболістів у провідних європейських футбольних академіях та національних федераціях. Обґрунтовано підходи до внесення змін у практику багаторічної підготовки юних футболістів на основі застосування ситуаційно-ігрового методу, який є ключовим моментом для ефективного навчання, розвитку індивідуальних можливостей і формування ігрового інтелекту. Визначено стратегію управління процесом навчання на основі упровадження поетапної (поступової) системи тактико-технічної підготовки юних футболістів, яка в подальшому визначатиме потенціал гравця на професійному рівні.

**Ключові слова:** багаторічна підготовка, спортивна майстерність, юні футболісти.