

solving aggressive conflicts, reducing the level of social tension in teenage groups, increasing motivation for self-realization and self-development.

**Conclusions from this research and prospects for further investigation.** So, student bullying, or school bullying, is a multifaceted and complex pedagogical and socio-psychological phenomenon that is generated and developed on the basis of fear, escalation of conflict and aggression.

We believe that in addition to the possible work of psychologists, sometimes in difficult situations psychiatrists, medical workers who directly carry out medical rehabilitation of victims of bullying, the administration of an educational institution, teachers, social teachers, practical school psychologists, as well as physical education teachers, heads of sports sections and parents of schoolchildren should be actively involved in preventive measures to spread this phenomenon.

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### FEATURES OF PEDAGOGICAL CONTROL IN THE PHYSICAL EDUCATION SYSTEM OF STUDENTS

*The article reveals the importance of pedagogical control in the system of physical education. Ways to improve physical education based on the development of express methods of control as a necessary condition for operational management of the educational process of physical education of students, aimed at increasing the efficiency of this process and improving the health of students, have been identified. It has been established that this problem reflects the objective need of society for planned, systematic and purposeful physical training of younger generations for practical life activities.*

*The contingent of students in institutions of higher education is so diverse that the physical education program includes several departments with different tasks. There are students with very limited physical abilities and athletes of the highest international class.*

*The difficulty of management in physical education is that we try to influence the self-governing system. Due to individual and temporal variations of the human condition, we do not always get the same reaction in response to the same influence, the same training load can cause a different training effect. It is possible to ensure the development of the process in a certain appropriate direction only by correcting the initial actions - control of the urgent training effect.*

*Therefore, the development of methods of urgent pedagogical control is an urgent task of both physical culture and the entire modern pedagogy.*

*The problem of scientific improvement of the educational process is acute in all educational departments. At the current stage, unfortunately, a quarter of all first- and second-year students cannot withstand normal physical exertion during preparation for passing program standards according to the curriculum of higher education institutions.*

**Key words:** pedagogical control, physical education, students, physical exercises, motor activity.

**Сабіров О. Особливості педагогічного контролю у системі фізичного виховання студентів.** В статті розкрито значення педагогічного контролю у системі фізичного виховання. Визначено шляхи удосконалення фізичного виховання на основі розробки експрес-методів контролю як необхідної умови оперативного управління освітнім процесом з фізичного виховання студентів, спрямованого на підвищення ефективності цього процесу та покращення здоров'я студентів. Встановлено, що ця проблема відображає об'єктивну необхідність суспільства у планомірній, систематичній та цілеспрямованій фізичній підготовці підростаючих поколінь до практичної життєдіяльності.

**Ключові слова:** педагогічний контроль, фізичне виховання, студенти, фізичні вправи, рухова активність.

**Formulation of the problem.** Students are a special social group, the process of preparing them for qualified professional activity has become a form of complex work necessary for society. These are the future managers of production, who will bring culture to the masses, including physical culture.

The contingent of students in institutions of higher education is so diverse that the physical education program includes several departments with different tasks. There are students with very limited physical abilities and athletes of the highest international class.

The problem of scientific improvement of the educational process is acute in all educational departments. At the current stage, unfortunately, a quarter of all first- and second-year students cannot withstand normal physical exertion during preparation for passing program standards according to the curriculum of higher education institutions.

Optimizing the educational process in the main and special educational departments in order to increase the physical development of students to a level that allows them to master the normative requirements of the educational program is the main

task of training a physically developed graduate of a higher school. The solution to this problem lies in the activation of the educational process.

**Analysis of literary sources.** Inefficiency and inadequacy in the organization of teaching physical education in institutions of higher education gave scientists a reason to actively search for ways to improve children's health.

The analysis of scientific literature indicates different approaches to solving this problem: rethinking the content of physical education and health education (T. Yu. Krutsevich, L. P. Sushchenko, B. M. Shiyani); improvement of physical culture and health work in institutions of higher education and pedagogical training of specialists (S.E. Ermakov, H.M. Maksimenko, V.I. Babich, etc.); increasing the level of somatic health as a result of the introduction of control of the functional state of the body in the process of physical education and health classes (T. V. Glazun) and others [5].

Improvement of the educational process in physical education at the university is impossible without knowledge of the state of health and physical development of students. The analysis of these data and their objective assessment will allow choosing effective means and methods of physical education in order to increase the level of physical fitness of students. First of all, the functional readiness of students, morphological features, psychological characteristics, the content and direction of educational and training sessions, as well as certain aspects of technical mastery can serve as means of control.

In a number of works, it is emphasized that the main thing in pedagogical control is the assessment of the state of motor function as a leading start, which ensures the growth of sports and technical skills of students. The use of one or another type of pedagogical control (phased, current and operative) provides for which aspects of students' preparedness are considered and at what stage of preparation.

Thus, the use of differentiation in this direction does not solve this problem, and the trend of increasing the number of sick children indicates the need to search for new ways.

**Presenting main material.** The ability to show the highest sports results at the main, prestigious competitions is a difficult task that is often "not within the power" of top-class athletes. Despite numerous studies in this direction, this problem has not yet been solved.

Such a situation in special, basic and sports educational departments requires the continuation of serious scientific research on the problem of managing the physical education of students.

Considering the pedagogical process of physical education and sports as scientifically organized, goal-oriented, we inevitably come to the conclusion that it is necessary to manage it, because without this the goal is practically unattainable.

The difficulty of management in physical education is that we try to influence the self-governing system. Due to individual and temporal variations of the human condition, we do not always get the same reaction in response to the same influence, the same training load can cause a different training effect. It is possible to ensure the development of the process in a certain appropriate direction only by correcting the initial actions - control of the urgent training effect.

Therefore, the development of methods of urgent pedagogical control is an urgent task of both physical culture and the entire modern pedagogy.

Urgent pedagogical control is, first of all, forecasting the state of a student, an athlete in the process of performing muscle loads, aimed either at determining the ability to continue the load and the possibility of achieving a given result, or at detecting early signs of overfatigue and overstrain in order to stop the loads in a timely manner. At the same time, the main attention is paid to the collection and analysis of cardiac information, since aerobic capacity is limited by the performance of the heart as a hemodynamic pump.

The physical fitness of students was studied through control and pedagogical tests conducted at the beginning and at the end of the academic year in the form of competitions with strict adherence to standard conditions for all athletes in the sports hall and at the stadium. The level of physical fitness of students was determined using control exercises.

Physical capacity was evaluated dynamically according to the index of the Harvard step test. At the same time, the maximum oxygen consumption was determined according to the nomogram.

Mass testing was performed on the main types of exercises selected on the basis of literature recommendations. The tests were tested for logical informativeness (reliability), reliability and objectivity [3].

The physical development of students was studied according to a unified methodology [8]: standing height, body weight, chest circumference at rest, vital capacity of the lungs, right hand strength and standing strength were measured.

Rating tables (height regression scales) were developed for persons of both sexes, which make it possible to comprehensively evaluate the physical development of students based on a set of signs and their mutual relationship [8].

Thus, the assessment of physical development of students was carried out on the basis of:

- a) health data obtained at the beginning of each year and during repeated examinations;
- b) indicators of physical development (anthropometric measurements according to the unified method) and compilation of evaluation tables (height regression scale);
- c) correlation coefficients and their significance (p), regression coefficients, reliability of average values.

The found correlation coefficients indicate that the correlation dependences between indicators of physical development and the results of physical fitness are different, both in terms of the number of significant correlation coefficients and in terms of reliability. Correlation methods have revealed various variants of the dependence of athletes' physical abilities. The manifestation of these connections depends on the degree of development of physical qualities, mode of motor activity.

The data obtained during the study confirm the information given in the literature about the existence of a correlation between the results of physical exercises and some morphofunctional indicators. In women, the relationship between indicators of physical development and physical capabilities is weaker than in men. Some authors [5,6, etc.] find an explanation for this not in the lack of skills and abilities to perform these exercises, but in the limitation of physical capabilities. For girls, the successful performance of exercises depends not only and not so much on physical capabilities, but on the availability of skills and abilities

necessary for their performance. Therefore, when practicing with girls, it is necessary to focus on improving the technique of performing exercises.

The identification of the correlation between indicators of physical development and the results of physical exercises expands the understanding of the motor capabilities of athletes, more fully determines the effectiveness of the means of physical education on the physical development and physical preparedness of student youth.

The basis of the educational process in physical education is pedagogical (pedagogical process) and medical (medical control) sciences. Ways to improve the process of physical education of student youth are the improvement of pedagogical control, the adaptation of biological control methods for pedagogical practice, and the improvement of methods of conducting classes in educational departments.

It was established that the theory of scientific organization of the pedagogical process in physical education and sports is based on express methods of pedagogical control. They must be used for correction directly during the pedagogical process, as they provide information about the state of the body's systems in connection with physical exertion. Each educational department in the organization of physical education of students at the university has its own tasks related to the state of health - special, basic, and with social and physical inclination - sports. These tasks determine the methodological basis of the principle of feedback, which is implemented with the help of pedagogical control in the educational departments of physical education of students at the university.

It has been experimentally established that any control methods that solve the issue of managing the pedagogical process are pedagogical, if these methods are used competently by the teacher for the purpose of adjusting the educational and training processes in physical education and sports classes, without violating legal norms, for example, without introducing into the internal body environment. measurement of pulse, blood pressure, registration of electrocardiogram, calculations of systolic and minute blood volumes, etc.

One of the main methodological directions of pedagogical control is the problem of determining the ability to continue muscle work and the possibility of achieving a given result or identifying early signs of overfatigue and overstrain in order to stop the loads in a timely manner. The methodological basis of express methods of pedagogical control of this direction is determined by the impact of physical loads on the body of students, during which the muscle mass that needs energy supply is involved in the work. Since aerobic capacity is limited by the performance of the heart, the development of urgent pedagogical control methods for the purpose of diagnosing a specific condition and predicting the reaction to further action is related to its characteristics, and indicators characterizing the state of the cardiovascular system are indicators of the body's adaptive reactions.

**Conclusion.** Thus, the means of control presented in the study - the functional readiness of students, morphological features, psychological characteristics, the content and direction of educational and training classes, individual aspects of technical mastery - reflect the process of physical education of university students as fully as possible.

The study confirmed the effectiveness of the use of pedagogical control methods in the assessment of:

a) physical fitness, physical capacity, aerobic capacity of the body during muscle work - standards of exercises of the university program, developed control standards and tests for assessing the level of physical fitness of students (Harvard step test, determination of maximum oxygen consumption according to the nomogram);

b) physical development – assessment tables of physical development (growth regression scales);

c) the state of vegetative functions and the central nervous system, mental capacity - heart rate, blood pressure (systole and diastole), tapping test;

d) the content and focus of educational and training classes (ratio of time for technical training and training of physical qualities);

e) individual aspects of technical mastery – assessment of movement technique.

These methods of pedagogical control can be differentially used in staged, current and operational control of physical education of university students.

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