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#### FEATURES OF METHODOLOGICAL TRAINING ON PHYSICAL EDUCATION IN THE CONTEXT OF FORMATION OF HEALTH CULTURE OF STUDENTS OF A SPECIAL MEDICAL GROUP

У статті представлено авторське бачення навчальної програми з фізичного виховання в частині методичної підготовки студентів спеціальної медичної групи (СМГ) закладів вищої освіти (ЗВО) у контексті підвищення рівня їхньої культури здоров'я. Мета дослідження полягає у розкритті актуальності питання адаптування навчальної програми з фізичного виховання студентів СМГ та авторського бачення змісту й організації методичної підготовки з фізичного виховання у контексті формування культури здоров'я студентів з відхиленнями у стані здоров'я ЗВО України. Методи дослідження: аналіз та узагальнення даних науково-методичної літератури, контент-аналіз навчальної програми з фізичного виховання студентів СМГ, педагогічне спостереження, метод експертних оцінок, педагогічний експеримент (формувальний етап). В експерименті взяли участь 450 студентів спеціальних медичних груп: 231 особа експериментальної групи та 219 осіб контрольної групи. Основні результати дослідження: розкрито недоліки змісту методичної підготовки з фізичного виховання студентів, у яких наявні відхилення у стані здоров'я; запропоновано авторське бачення змісту теоретичної підготовки з фізичного виховання студентів СМГ; методичну підготовку з фізичного виховання студентів СМГ на кожному курсі навчання доповнено додатковими завданнями з певними особливостями організації, які цілком відповідають додатковим питанням теоретичної підготовки, включеним до експериментальної програми з фізичного виховання СМГ. Висновки: досвід впровадження експериментальної навчальної програми з фізичного виховання студентів СМГ із внесеними доповненнями до методичної підготовки у чинну програму сприятиме розвитку у них необхідних методичних умінь у контексті зміцнення, збереження і відновлення власного здоров'я в усіх аспектах.

**Ключові слова:** культура здоров'я, навчальна програма з фізичного виховання, методична підготовка, студенти спеціальної медичної групи.

**Hrybok Nina, Ivanikiv Natalia, Rohalia Yurii. Features of methodical training on physical education in the context of formation of health culture of students of a special medical group.** This article presents the author's vision of the curriculum in physical education in terms of methodological training of students of the special medical group (SMG) of higher education institutions (HEI) of Ukraine with a focus on improving their health culture. The purpose of the study is to reveal the relevance of adapting the curriculum for physical education of SMG students and the author's vision of the content and organization of methodological training in physical education in the context of forming a culture of health of students with disabilities. Research methods: analysis and generalization of data of scientific and methodical literature, content analysis of the curriculum for physical education of SMG students, pedagogical observation, method of expert assessments, pedagogical experiment (formative stage). The experiment was attended by 450 students of special medical groups of four free educational institutions of Ukraine: 231 persons of the experimental group and 219 persons of the control group. The main results of the study: revealed the shortcomings of the content of methodological training in physical education of students who have abnormalities in health; the author's vision of the content of theoretical training in physical education of SMG students is offered; methodical training in physical education of SMG students in each year of study is supplemented by additional tasks with certain features of the organization, which fully meet the additional issues of theoretical training included in the experimental program of physical education of SMG. Conclusions: the experience of implementing an experimental curriculum for physical education of SMG students with additions to the methodological training in the current program will help them develop the necessary methodological skills in the context of strengthening, maintaining and restoring their own health in all aspects.

**Key words:** health culture, physical education curriculum, methodical training, students of special medical groups.

**Introduction.** The most important thing in every person's life is health. Unfortunately, recently, more and more pupils and students are credited to a special medical group. It is clear that a person will more effectively and qualitatively perform professional and social functions if it can feel healthy. In this regard, the issue of formation of future knowledge specialists and abilities to strengthen, preserve and restore their own health in the event of diseases are important. Recently, the problem of forming a person's health culture attracted the attention of many domestic and foreign scientists, such as V. Horashchuk, Yu. Drahniev, S. Kyrylenko, H. Kryvosheieva, S. Lebedchenko [3, 6, 7, 8, 9].

Despite the modern research of scientists from the violation issue, there is still a problem of the formation of a culture of health of students of a special medical group. Although some aspects of organizing physical education with students attributed to a special medical group are disclosed in the works of I. Bodnar, I. Vrzhneevsky and others [1, 2].

The purpose of the article is to reveal the relevance of the issue of adaptation of a curriculum on physical education of students of SMG and author's vision of content and organization of methodological training for physical education in the context of the formation of culture of students' health with deviations in health.

Under the "culture of health of a special medical group", we understand the integrative qualitative formation of a person characterized by the availability of necessary knowledge, and skills for the formation, strengthening and maintaining health in spiritual, mental and physical aspects, as well as conscious desire to improving the level of one's own health on the basis of performance and constant improvement of the individual health system, built taking into account the existing deviations in the state of health, individual characteristics of the future specialist [5].

Formation of a culture of health of students of a special medical group, in our opinion, can be carried out on exercises. Analysis of the curriculum on physical education [10], which indicates the requirements for the theoretical, methodological and physical preparedness of the relevant category of students, allows it to be stipulated that the theoretical and methodical preparation of students of a special medical group provides for consideration of ample issues. At the same time, it should be noted that the focus on the program is focused on the physical aspect of the student's health. Undoubtedly, the presence of students, mainly somatic diseases, requires knowledge, acquiring skills for health training and physical rehabilitation affecting physical health. However, we note that the methodological tasks proposed in the program require specimens, expansion in the aspect of the influence of health technologies on somatic indicators of man, as well as the study of the methodological features of the use of wellness technologies, which contribute to the formation of mental and spiritual aspects of health.

**Methodology.** Analysis of psycho-pedagogical, cultural, valeological, medical literature, generalization and systematization of the received information was used to determine the state of development of the problem, determining the purpose and relevance of our study; content analysis of the curriculum on physical education of students of the HEI to identify opportunities for improving its content on the formation of a culture of health of students of a special medical group; pedagogical observation, expert assessment method, pedagogical experiment (molding) to verify the effectiveness of certain pedagogical conditions for the formation of culture to health of students of the special medical group.

450 students of special medical groups took part in the experiment (231 persons of the experimental group and 219 of the control group) of four HEI of Ukraine: Donbas State Technical University, Luhansk National Agrarian University, Lugansk Taras National University, and East Ukrainian National University of Vladimir Dahl.

**Results and discussion.** A significant value in the formation of a culture of health of students of a special medical group has a methodological and practical part of physical education. Previously, we proposed a copyright vision of the content of theoretical preparation for the physical education of students of a special medical group [4]. In the experimental group, the consideration of additional issues was offered, the material was selected in such a way that it fully allowed the elementary students (basic), but at that time, there is quite important knowledge that would not only contribute to the formation of a certain imagination.

From the research conducted by us, it was found that the vast majority of students attributed to a special medical group do not have a clear guidance for compliance with a healthy lifestyle [5]. Special medical group is because from the first year, the

section Theoretical preparation for physical education was supplemented by the study of individual issues (in accordance with the existing program) on the formation, preservation, strengthening and restoration of individual health. Construction of the theoretical training of students (from the first to fourth year) was held on such meaningful lines: spiritual health; mental health; physical health. Organization of theoretical training of students in the experimental group took place at the beginning of practical classes in such a way that students have an opportunity for each training lesson to receive the necessary knowledge. The theoretical part was diverted from 15 to 25 minutes [4].

As in the case of theoretical training, methodological training in physical education of SMG students was also supplemented by additional tasks; in addition, it had certain features of the organization.

An important condition was that the study of the planned additional tasks to the methodological preparation should not precede the assimilation of theoretical material. For example, methodical preparation for massage and self-massage had to be carried out after studying the theory of this issue. Thus, the methodological tasks fully corresponded to the additional questions on theoretical training included in the experimental program on physical education of SMG students, which completely facilitated the mastering by students of the section "Methodical training".

In the first year, students developed methodical skills of practical application of the simplest and most favorable health technologies, aimed mainly at the physical and, in part, mental aspects of health. Firstly, this was due to the fact that they are the easiest to learn (according to the principle of "simple to complex"). Secondly, the limitation of health technologies that affect the spiritual and mental aspects of health was explained by the fact that in the theoretical part of the preparation of students in physical education in the first year in the content lines "spiritual health" and "mental health" was included questions through which students gained basic knowledge about these aspects of health, learned their importance for each person and the peculiarities of formation. Limiting the time for theoretical training, as well as the need not to overload the content of the program with the study of difficulty to perceive health technologies determined the content of additional tasks for methodological training.

Before students began to learn certain health technologies in practice, it was important to find out which of them are the most rational and appropriate for each individual student, taking into account the diagnosis of the disease, its stage, functional state, physical development, physical fitness and more. This task was solved with the help of a doctor assigned to the HEI, as well as a doctor from whom the student received counseling and treatment of the disease. It was with the help of doctors and physical education teachers that health technologies were selected and the student's workload was determined in the first weeks and every two months, taking into account the state of his health. After finding out which health technologies are the most favorable for each student, the method of their application in practice was studied. The task was complicated by the fact that some students, given the diagnosis of the disease, were prohibited or not recommended to use certain health technologies. For example, certain types of hardening (sun, water) were not recommended for students with diseases such as chronic pneumonia, frequent ARI, hypertension, hypersensitivity to sunlight, and so on. In the training of individual students an individual approach was followed, acceptable, in accordance with the diagnosis and individual characteristics, health technologies were used.

In addition, students were divided into subgroups according to the nature of the disease. This mainly concerned health technologies that affect the physical aspect of health (massage and self-massage, wellness breathing, tempering, etc.), which are quite appropriate to use in physical education classes.

At the same time, in order to master and implement the health technologies recommended by the doctor, it was necessary to acquaint students with the basics of certain health technologies. Thus, for the application of massage and self-massage, future specialists were taught to perform massage techniques (stroking, rubbing, kneading); to master certain methods of recreational breathing, students were taught the basics of proper breathing and basic exercises of respiratory gymnastics, etc.

Thus, in the first year, students of the special medical group got acquainted with the basics of massage and self-massage, the basics of health breathing, tempering, health nutrition, as well as health technologies that affect mental and spiritual health [5].

Thus, the basic preparation of students for the use of health technologies was introduced into the individual health systems of each of the future professionals. At the same time, throughout the training period, the gradual acquaintance of young people with various health technologies was continued, which, we believe, will contribute to the improvement of their individual health system both during their training in the HEI and in the future. It is clear that the expansion of theoretical knowledge and practical skills will provide each student (subject to consultation with a doctor) to improve their own health system, which, in turn, will add opportunities to restore, strengthen and maintain student health.

Thus, despite the fact that the curriculum [10] provides important tasks for methodological training for SMG students, in the experimental group in the first year the following topics were added to the mandatory topics: methods of relaxation; methods of determining physical development and physical fitness; methodical features of lower breathing and full breathing; breathing technique according to E. Streltsova; basics of self-massage; methods of hardening by the sun and air taking into account separate deviations in a state of health; methods of building an individual health system [5].

It should be noted that the teacher observed the correctness of the student's performance of health technologies until each future specialist learned to master them freely. Involving students in the discussion of health technologies was important in correcting mistakes in the implementation of health technologies: after the first acquaintance with any health technology, students were asked to analyze the implementation of a particular health technology by a classmate. The task of the observer was not only to comment on the correctness / incorrectness of the implementation of health technology, but also to identify errors and positives of implementation. During the analysis of the implementation of health technology, students received an appropriate assessment (taking into account the quality of the analysis), which served as an incentive for them and contributed to better mastering by students of each health technology. At the same time, the teacher acted as a coordinator, observer and consultant in the methodological part of the lesson.

In the second year as additional tasks of methodical preparation in experimental group the following were used: a technique of self-knowledge; G. Sitin's method of mastering health guidelines (SOEVKS); methodical features of autogenic training in the presence of various diseases; methodological features of the use of means of physical education that prevent stress and eliminate their consequences; method of health breathing according to B. Tolkachov; methods of health nutrition according to P. Bragg; methodical features of self-massage in the presence of specific diseases; method of water hardening (wiping, dousing, bathing, Sharko shower, contrast shower); methods of massage and self-massage in the presence of certain diseases; methodological features of determining the levels of development of all aspects of health (spiritual, mental and physical) [5].

At this time, it was important to teach students to determine the level of all aspects of health (spiritual, mental and physical). In turn, this played an important role in monitoring one's own health, as it made it possible to study the impact of the individual health system and adjust it.

It was the most difficult for students to determine the level of their spiritual and mental aspects of health, because working with different tests, it was possible to give a subjective answer. To avoid this, students formed a critical attitude to their behavior, thoughts, aspirations, etc., formed an objective self-esteem, which contributed to the correct determination of the level of their own spiritual and mental health. At the same time, the student's answers to the questions in the tests were correlated with the observations of teachers and classmates. Thus, the students were observed not only by the physical education teacher; other teachers were involved in this: they determined his attitude to learning, to the teacher and classmates, politeness, flexibility, speech culture, endurance, etc.

Classmates (in a special medical group) also participated in the analysis of the behavior of their peers. Their task was to monitor the student's attitude to their own health (lifestyle), conflict with other students, stress, aggression, empathy, helping other students and more. At the same time, once a month, in order to check the spiritual and mental state of health (in separate classes), the teacher appointed two or three students of their choice to analyze the behavior of his friend and assess his spiritual and mental health. The answers were correlated with the test results obtained and the teacher's assessment. In the ratio of assessment of these aspects of health by students, classmates and teachers was distributed equally: 35% were given to the results of testing, assessment of classmates and teacher assessment.

The physical aspect of health was determined by the student. Thus, students were taught not only to determine their health by performing several tests, but also to participate in the evaluation of their classmates, which also had a positive effect on the analysis of their own behavior.

The following additional tasks were included in the methodical preparation of students in the third year of study: methods of self-education; methods of mastering meditation; methods of determining the spiritual, mental and physical aspects of health; breathing technique by K. Buteyko; methodical features of one-day fasting; methodical features of health nutrition according to M. Moutaignac; methods of nutrition according to the type of constitution; technique of acupressure and self-massage after injuries [5].

At the third and fourth year, the formation of the following methodological knowledge and skills of future specialists was envisaged: methods of mastering respiratory gymnastics according to O. Strelnikova; methodological features of nutrition by blood group; methodical features of sports massage and self-massage; techniques of Indian massage (foot massage); throat rinsing techniques; methods of complex hardening; methodical features of hardening of children [5].

As mentioned earlier, each student in practice used the health technologies that were prescribed to him by a doctor, taking into account the diagnosis and individual characteristics. Thus, starting from the first year, in working with students, a differentiated approach was implemented in the application of health technologies that are most useful for them.

**Conclusions.** Nowadays, it is important to educate students of a special medical group to value their own health, the desire to strengthen, preserve and restore it. This, in turn, requires the formation of a system of knowledge and skills in young people to strengthen, maintain and restore their own health in all its aspects. The current program of physical education does not fully provide for the formation of students' competencies in restoring and maintaining health, so there is a need to adapt the methodological training of students of special medical groups in terms of health technologies that affect spiritual, mental and physical health. The fragment of the experimental curriculum presented in the article with additions to the methodical preparation in the current program, in our opinion, will promote the development of students with the necessary methodological skills in the context of strengthening, maintaining and restoring their own health in all aspects.

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## WCZESNA EDUKACJA - ANALIZA PRZYPADKU UCZNIA Z PROBLEMEM EDUKACYJNYMI I LOGOPEDYCZNYM

Niniejszy artykuł porusza sprawę wczesnej edukacji oraz konsekwencji nieprowadzenia pracy od najmłodszych lat z dziećmi. Najmłodsze pokolenie będące gwarantem dbania o osoby w wieku średnim i starszym staje się inwestycją, którą nie sposób przecenić. Należy pamiętać o tej zasadzie pracując nad świadomością dzieci i młodzieży kształtując ich światopogląd oraz lecząc dysfunkcję już od najmłodszych lat. Analiza przypadku ukazuje częste problemy w wychowywaniu dzieci oraz podejście do problemu rodziców. Od nauczyciela wymaga się, aby projektował i wprowadzał nowe pomysły, jednak wraz z dyrektorem kontrolowany jest przez nadzór pedagogiczny. Gdyby nasze prawo oświatowe zmieniło swoją postawę pod kątem indywidualności w kwestii środków do osiągnięcia konkretnych celów, wszystko okazałoby się dużo prostsze. Jeżeli możliwa byłaby większa swoboda nauczania i za priorytet postawiono sobie dobrze wykształcone dziecko to może udałoby się nam stworzyć system, który rozwija umysł dziecka a nie zamyka go w standardach bez przyszłości. Problematyczna uczennica, która zwróciła szczególną uwagę uczęszcza do drugiej klasy szkoły podstawowej. Kasia już w pierwszych miesiącach nauki w klasie pierwszej ujawniała duże trudności w opanowaniu podstawowych umiejętności edukacyjnych. Obecnie jest uczennicą klasy drugiej. Jej możliwości umysłowe są bardzo niskie. Dziewczynka ma wadę wymowy – zaburzony jest rytm i tempo mówienia, co dodatkowo potęguje jej trudności w nauce. Jest to dziewczynka, która wymaga szczególnej pracy dydaktyczno-wychowawczej i indywidualnego traktowania. Dziecko wychowywane jest w rodzinie, w której dominują nieprawidłowe postawy i wzorce-alkoholizm ojca, bezradność matki, bardzo trudna sytuacja materialna. Rodzina nie zaspokaja podstawowych potrzeb dziecka - brak poczucia bezpieczeństwa i opieki. Dużym osiągnięciem pedagogiczno - wychowawczym w pracy z Kasią jest podniesienie motywacji dziewczynki do nauki. Uczennica zaczęła przejawiać w czasie zajęć aktywność. Stała się pogodniejsza i bardziej pewna siebie. W dużym stopniu wpłynęła na to zmiana w postawie kolegów i koleżanek z klasy, którzy nie tylko okazują koleżance życzliwość, ale wręcz wspierają ją w jej wysiłkach i okazują radość z każdego, nawet drobnego sukcesu. Wprawdzie efekty pracy dydaktycznej są jeszcze niewielkie, ale już można mówić o pewnych postępach w tym zakresie. Uczennica, co prawda pracuje jeszcze w wolnym tempie, ale stara się swoją pracę doprowadzać do końca.

**Słowa kluczowe:** zainteresowania, koła sportowe, zajęcia sportowe, młodzież szkolna.

**Dariusz Skalski<sup>1</sup>, Oksana Zabolotna<sup>2</sup>, Elżbieta Skalska<sup>3</sup> Дошкільне виховання – тематичне дослідження студента з освітньо-логопедичною проблемою.** У цій статті розглядається питання дошкільної освіти та наслідки непрацювання з дітьми з раннього віку. Наймолодше покоління, яке гарантує піклування про людей середнього та старшого віку, стає інвестицією, яку неможливо переоцінити. Цей принцип слід пам'ятати, працюючи над обізнаністю дітей та підлітків, формуючи їх світогляд та лікуючи дисфункцію з раннього віку. Тематичне дослідження показує часті проблеми у вихованні дітей та підхід до проблеми батьків. Вчитель зобов'язаний розробляти та впроваджувати нові ідеї, але разом із завучем контролюється педагогічний нагляд. Якби наш закон про освіту змінив своє ставлення з точки зору індивідуальності щодо засобів досягнення конкретних цілей, все було б набагато простіше. Якби була можлива більша свобода освіти і пріоритетом стала добре освічена дитина, то, можливо, ми могли б створити систему, яка розвиває розум дитини, а не закривати її до стандартів без майбутнього. Проблемний учень, який привернув особливу увагу, відвідує другий клас початкової школи. Кася виявляла великі труднощі в опануванні базових освітніх навичок у перші місяці навчання в першому класі. Наразі вона учениця другого класу. Її розумова дієдатність дуже низька. У дівчини є мовна недостатність – ритм і темп її мовлення порушені, що ще більше посилює її труднощі у навчанні. Це дівчина, яка вимагає спеціальної дидактичної та виховної роботи та індивідуального лікування. Дитина виховується в сім'ї, де переважають неправильні установки і моделі – алкоголізм батька, безпорадність матері та дуже важке матеріальне становище. Сім'я не відповідає основним потребам дитини – відсутність почуття захищеності та турботи. Підвищення мотивації дівчинки до навчання є великим педагогічним та освітнім досягненням у роботі з Касею. Студент почав бути активним під час занять. Вона стала веселішою та впевненішою в собі. На це значною мірою вплинула зміна ставлення однокласників, які не лише виявляють доброзичливість до своєї подруги, але й підтримують її в зусиллях і виявляють радість від кожного, навіть малого успіху. Хоча наслідки дидактичної роботи все ще незначні, ми вже можемо говорити про певний прогрес у цій галузі. Хоча студентка все ще працює повільними темпами, вона намагається закінчити свою