

A lot depends on the teaching style, techniques, methods, and professional approach to students. The ability to interest an audience and be creative and helpful in delivering information to modern youth who are demanding listeners.

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Nazymok Viktor

Senior Lecturer at the department of health and sports technologies, National Technical University of Ukraine
"Igor Sikorsky Kyiv Polytechnic Institute" Kyiv, Ukraine.
orcid: 0000-0002-2278-5932

Martynov Yurii

Senior Lecturer at the department of health and sports technologies, National Technical University of Ukraine
"Igor Sikorsky Kyiv Polytechnic Institute" Kyiv, Ukraine.
orcid: 0000-0003-1210-1362

INTERDISCIPLINARY INTEGRATION IN THE FORMATION OF STUDENTS' HEALTH CULTURE AND COMPETENCE AND COMPETENCE IN THE ACTIVITY OF A PHYSICAL EDUCATION TEACHER

The integrated system of educational content in the subject "Physical Education" corresponds to the invariant structure of activity, including cognitive, communicative, holistic-orientational, transformative, aesthetic, physical and other functions; that is, a set of actions and relatively completed elements aimed at achieving a certain intermediate conscious goal form a certain integrity, unity. To implement this integrity, it is necessary: firstly, to develop and transition to a scientifically substantiated concept of interdisciplinary integration adequate to the requirements of the objective law of high-quality development of education; secondly, integrative training and retraining of teachers and the creation of an educational and methodological mechanism for the creative implementation of this concept in university practice. The construction of holistic solutions to health problems in the cognitive and professional activities of students and graduates is considered as a determining criterion for the practical implementation of interdisciplinary integration (IDI) in professional education. And system analysis is a scientific and practical tool for its implementation in university practice. The main task of education in any discipline is to develop in students the need and skills to use its content to develop a disciplinary and holistic process for solving a health problem as a professional one. This involves specifying the target functions of different groups of academic disciplines.

In addition, the health-creative professional and pedagogical problem, being interdisciplinary by nature, in the process of constructing its integral solution presupposes and technologically requires the implementation of MDI, which acts as a condition and form of its implementation. That is, with the help of the discipline "Physical Education" integral pictures of the process of solving each health-creative problem are constructed. The mechanism of MDI consists in the implementation of the gnostic, constructive, design and prognostic functions of the disciplines participating in solving the problem; in the transformation of their "apparatus" into an integrative methodological, theoretical and technological tool - into a scheme of the orienting basis for actions in constructing disciplinary and integral models of the process of forming a health culture in the process of physical education. Finally, in general, the mechanism of MDI consists in the preparation and real implementation of students (especially in fundamental disciplines) in the practice of solving professional health-creative problems.

Key words: integration, students, health culture, physical education, process, mechanisms, preparation.

Назимок Віктор, Мартинов Юрій. Міждисциплінарна інтеграція у формуванні культури здоров'я студентів та компетенція і компетентність у діяльності викладача з фізичного виховання. Інтегрована система змісту освіти з предмета «Фізичне виховання» відповідає інваріантній структурі діяльності, що включає пізнавальну, комунікативну, цілісно-орієнтовну, перетворювальну, естетичну, фізичну та інші функції; тобто сукупність дій і відносно завершених елементів, спрямованих на досягнення певної проміжної свідомої мети, утворюють певну цілісність, єдність. Для реалізації цієї цілісності необхідно: по-перше, розробити та перейти до науково обґрунтованої концепції міждисциплінарної інтеграції, адекватної вимогам об'єктивного закону якісного розвитку освіти; по-друге, інтеграційна підготовка та перепідготовка викладачів та створення навчально-методичного механізму творчого впровадження цієї концепції в практику ВНЗ. Побудова цілісних рішень здоров'язберігаючих проблем у пізнавальній та професійній діяльності студентів і випускників розглядається як визначальний критерій практичної реалізації міждисциплінарної інтеграції (МДІ) у професійній освіті. А системний аналіз є науково-практичним засобом його впровадження в практику ВНЗ. Основним завданням навчання з будь-якої дисципліни є формування у студентів потреби та навичок використовувати її зміст для розвитку дисциплінарного та цілісного процесу вирішення проблеми здоров'я як підготовки до майбутньої професійної діяльності. Це передбачає конкретизацію цільових функцій різних груп навчальних дисциплін.

Крім того, оздоровчо-творча професійно-педагогічна проблема, будучи міждисциплінарною за своєю природою, у процесі побудови свого цілісного вирішення передбачає і технологічно потребує реалізації МДІ, яка виступає як умова і форма її реалізації. Тобто за допомогою дисципліни «Фізичне виховання» будуються цілісні картини процесу вирішення кожної оздоровчо-творчої задачі. Механізм МДІ полягає в реалізації гностичної, конструктивної, проектної та прогностичної функцій дисциплін, які беруть участь у вирішенні проблеми; у перетворенні їх «апарата» в інтегративний методологічний, теоретичний і технологічний інструмент – у схему орієнтовної основи дії при побудові дисциплінарної та інтегральної моделей процесу формування культури здоров'я в процесі фізичного виховання. Нарешті, в цілому механізм МДІ полягає в підготовці та реальному впровадженні студентів (особливо з фундаментальних дисциплін) у практику вирішення професійних оздоровчо-творчих завдань.

Ключові слова: інтеграція, студенти, культура здоров'я, фізичне виховання, процес, механізми, підготовка.

Formulation of the problem. In the process of preparing and conducting a lesson, the educational space is filled with many tests: sources, visual aids, demonstrations of the technique of performing a motor action, students' answers, etc. At the same time, the organization of the lesson itself requires a careful and purposeful selection of content. The involvement of some elements of content and the "discarding" of others occurs in strict accordance with the topic. Accentuation (discarding some elements and attracting others) is a necessary condition for creating the substantive integrity of the lesson and allows for the involvement of heterogeneous (due to belonging to different languages) elements and creating from them a holistic educational space.

To answer the question "if educational disciplines consist of various cultural areas, combine fundamentally different educational tools, then how does the learning process itself take place, which is something integral, not disintegrating into separate fragments?" we turned to the concept of "integration mechanisms" and, through analysis, studied some of them.

Competence is considered as a fundamental characteristic of a physical education teacher, which determines the cause-and-effect relationship with the criteria for the effectiveness and high quality of their pedagogical activity. Fundamental characteristic: competence is a deep and stable characteristic of the personality, which determines the behavior of the teacher in various situations. Competence predetermines the behavior and activity of a physical education teacher. Competence includes motives, characteristics, self-image, assessments or values, amount of knowledge, cognitive or behavioral skills - any individual characteristics. They are sufficient grounds for separating successful coaches-teachers from others or effective pedagogical activity from ineffective. Motives appear in the form of needs or thoughts that stimulate, direct and select the behavior of a sports teacher. A characteristic feature of competence is a general predisposition to behave or react to something in a certain way (for example, self-confidence, self-control, stress resistance, or persistence in sports and educational activities).

Analysis of literary sources. The following authors were engaged in the study of interdisciplinary integration in the formation of the health culture of students and competencies and competencies in the activity of a physical education teacher: Yu. O. Martynov [1], Horobey M. P., Osadchii O. V. [2], O. K. Syrotynska [3].

For fundamental worldview disciplines, this is training in researching a holistic solution to the pedagogical problem of developing a health culture in students by means of these disciplines (cultural, goal setting and research functions). They define the goal-idea, which consists in developing a worldview that overcomes the limitations of "spiritual" and "physical" education. This involves raising the level of scientific, political, artistic and aesthetic, moral and communicative education. Reaching the category of "integrity" helps to consider the system of "teacher - student" relationships as the content of the educational process at a university, where the student acts as a subject of development. For major disciplines, this is identifying the disciplinary component of the solution, implementing it and preparing for integration with components of other disciplines into a holistic solution (propaedeutic, methodological functions). These academic disciplines clarify the main health-creative idea: integration is seen as an aspect of personal professional development, spiritual and physical education - as a means and condition for professional training. The main idea is the correspondence of the integration of spiritual and physical education to professional education, and on this basis the optimization of the process of personal and professional development. For the subject "Physical Education" - this is training in research directly aimed at integrating the results of disciplinary stages of the solution into a holistic system. The main and defining functions for the subject "Physical Education" are the integrative and technological functions - the preparation of future graduates for the comprehensive use of theoretical and technological tools of all studied disciplines and all forms of physical education in the holistic solution of health pedagogical problems.

Thus, in solving this problem, the concept of integration mechanisms is introduced in pedagogy, thanks to which conditionally adequate translations are carried out and opposite semiotic structures are integrated into a single whole. Developing this general theoretical model, two types of integration mechanisms are defined: the metalanguage block and the creolization of languages. The most important of them is the metalanguage, which, describing two different languages as one, makes the entire system be perceived from a subjective point of view as a certain unity. In the "lesson" system, the role of metalanguage is performed by the language of the teacher. The teacher knows the content and language of the subject and the corresponding scientific research, takes into account the uniqueness of the language of the student and includes the content of his thinking in the system of lessons with the help of questions, tasks, joint reflections, etc. The language of the teacher absorbs the main elements of the languages of all the various subsystems of the scientific lesson and is built on their basis. At the same time, it is quite independent in relation to other languages, has its own semiotic organization. In the course of his/her activity, the teacher describes various symbolic realities, connects them into a single content space; with the help of certain pedagogical technologies, organizes the lesson in such a way that the same subject is spoken about in different languages.

Setting the rules of conduct. This integration mechanism allows the subject "Physical Education", composed of many messages, to function as a holistic educational system. Due to the predetermined rules of conduct, the educational process is presented as a system of signs, as a text. The student and the teacher understand: why the educational process is structured this

way and not otherwise; why one topic, one section of the subject "Physical Education" follows another, and educational lines are consistently built; what is the meaning of the educational process as a whole (what is the logic of mastering various elements of motor action); what is the role of each specific student, teacher in it. Creolization of educational languages. The language of the teacher, acting as a metalanguage, expresses a developed health-creative consciousness, which is enriched with knowledge of other educational languages. At the other pole of this oppositional semiotic pair is the consciousness of the student. In the process of learning, their gradual and consistent interpenetration occurs. Thus, the teacher adapts his language to the level of thinking of the student. The student's primary, uneducated thinking gradually master's the elements of the languages of spiritual and physical culture, and consciousness is raised to the level of integrated professional and pedagogical thinking. Ultimately, the degree of mastery of subject signs, the student's ability to talk to the teacher as if on equal terms, are the most important indicators of the successful mastery of the subject "Physical Education". Thus, the subject "Physical Education" is an autonomous educational system integrating special cultural areas, the languages of which are mastered in fundamentally different ways.

The definition of competence refers to the fundamental characteristics of the personality and behavior of a physical education teacher. A broad interpretation of competence allows it to be distinguished from behavior. Taking into account causality and correlation with a number of criteria makes this term clear. At the same time, it must be recognized that it is not used as strictly as one would expect; the term "competence" has various meanings, and there is no consensus on its definition.

Work on compliance also contributed to the formation of students' need for physical exercises required movement mode. In the life of students, physical exercise is an important preventive and unloading factor. [3].

The most important step in studying competence should be to identify the criteria or units of measurement that distinguish excellent or effective sports and pedagogical activity. The ideal criterion would be a "strict" measurement of the final product – the level of physical fitness of students. These criteria are necessary to define a clearly defined group of high professionals and, in comparison, a group of average teachers. It is also possible to determine the composition of the group – bad, ineffective or incompetent teachers. However, "competence" is used in two meanings – to designate the focus of physical education teachers' activities and the requirements for their work. At the same time, the term "competence" has two interpretations: one focuses on the personal characteristics that determine the teacher's behavior, and the second is focused on the content of behavior ("what do teachers do?"). To summarize, the following can be said. Currently, the concept of a competence-based approach is interpreted very broadly. It refers to various types of readiness and ability to perform a certain job, a set of behavioral norms that influence labor efficiency, the ability to adapt, cooperate and control the situation, as well as a set of basic personal characteristics that determine the effectiveness of activities.

In the last decade, the tendency of changing the vectors of interaction between physical education, sports for all and high-performance sports has become increasingly noticeable. Conversion of high technologies of sports training in the interests of physical education for all in this sense turns out to be one of the main mechanisms that ensure the beginning of the reverse movement of physical and sports cultures, which previously diverged in different directions. Of course, the main factor initiating such a change in the vectors of interaction between the system of physical education and sports for all, on the one hand, and high-performance sports, on the other, are the fundamental changes in the modern concept of the essence of man, personality and the attitude of society towards him. The modern paradigm of the priority of man as the main value in all his personal, spiritual and physical uniqueness determines the change in ideas about his physical and sports culture, stimulates the search for ways to resolve the ethical and legal inconsistencies in the interaction of physical education and high-performance sports [2]. The use of scientific and technological achievements of sports culture in the physical education of students turns out to be, as we see it, the most promising way to develop the educational process at the University [3].

The modern stage of development of culture is connected with systemic consideration of its essence, appeal to the person who is considered as integrity, as an integrative system. Society makes special demands on viability, survival, tolerance of the modern young person. Therefore, the necessity of mastering cultural values capable of forming a personality of a new type becomes more and more obvious. Sports culture contains an arsenal of such values which activates and transforms physical potential of the person. The need for spiritual and social improvement and realization of this need in the process of sports activity actualizes development of the sport itself. Sports education becomes an integral part of general education and more and more often penetrates into the educational process, sometimes replacing physical education, especially in senior classes of comprehensive schools and universities. The spiritual world of the person is expressed in his actions and the final result of the activity. Sports culture is connected with realization of both spiritual and physical needs. Self-development, self-realization, dominance of the motivational-emotional sphere generates enjoyment of the process and result of sports activities in those involved. It is especially important that the result of sports activities is manifested during the training and competitive processes. Assessing yourself today and comparing with the result of competitive activities gives an impulse to continue training with greater persistence and diligence, causing spiritual physical uplift and harmony, "muscular joy". This state brings a person to a higher level of development, which is ultimately expressed in achieving a high sports result. Such unity of spiritual and physical development of an individual allows you to understand the essence of sports culture, distinguish it from the world of general culture, designating its specific component. Based on knowledge and experience, it is important to form the student's motivation and a complex of related phenomena. We are talking about forming an interest and desire to learn more about sports, try yourself in competitions, become stronger, test yourself in a new activity. The most important knowledge includes, first of all, the following: concepts of "sport", "rivalry", "sports competition"; ideas about the mechanism of sports training and the strategy of long-term preparation - about the essence of what success in competitions depends on to a large extent; understanding the processes of formation of physical qualities, sports form, means and methods that are used; understanding the role of the athlete himself in achieving a high sports result; knowledge about the history of the development of sports, about the types most widespread in the country, about individual famous athletes, what they are famous for.

Conclusions. The process of introducing a person to the world of sports culture is complex and multifaceted. The most favorable period for it is the school and student period of an individual's development, when the foundation of physical health has already been laid, basic skills and abilities have been acquired, and the competitive method has been mastered. It is quite possible to master the elements of sports culture both in school lessons and in university classes within the framework of sports education, the purpose of which is to form a competent, enthusiastic sports personality with knowledge, skills and abilities in organizing sports activities.

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Sabirov Oleksandr

**Candidate of Pedagogical Sciences, Associate Professor at the department of health and sports technologies,
National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" Kyiv, Ukraine.**

orcid: 0000-0002-8652-0052

Sergey Abramov

**Senior Lecturer at the department of health and sports technologies, National Technical University of Ukraine
"Igor Sikorsky Kyiv Polytechnic Institute" Kyiv, Ukraine.**

orcid: 0000-0001-7504-0195

PECULIARITIES OF MENTAL REACTIONS TO THE FACTORS OF VARIOUS STIMULI IN THE CONDITIONS OF THE EDUCATIONAL PROCESS

Student life for some students is associated with student societies, communication with interesting people, various events and fun. For others, it is a serious test, a change in life, a difficult life situation to which it is necessary to adapt. Students are young and face various problems, new learning conditions require more independence, responsibility, and self-organization from them, and not all students are ready to solve numerous problems and tasks. In any case, studying at a higher education institution is stressful for many students. The student needs to overcome difficulties, master new roles and modify old ones, adapt to new conditions of life. There is a large amount of evidence that chronic stress is a companion of student life. Researchers note the causes of stress in students related to problems of finances, housing, security and much more. The stress experienced by students can affect learning (acquisition, application and processing of knowledge), which prevents academic success. Difficulties with success, in turn, also create discomfort, as a result of which the general stress increases.

Stress is one of the most common types of affect these days. It is a state of excessively strong and long-lasting psychological stress that occurs in a person when his nervous system receives an emotional overload. Stress disorganizes a person's activity, disrupts the normal course of his behavior. Stresses, especially if they are frequent and prolonged, have a negative impact not only on the psychological state, but also on the physical health of a person. They represent the main "risk factors" for the manifestation and exacerbation of such diseases as cardiovascular and gastrointestinal tract diseases. Students with their rhythm and pace of life, who often do not know how to organize their daily routine, are the most susceptible to stress factors among modern youth.

Key words: stress, stress resistance, stress sensitivity, anxiety, coping methods, students.

Сабіров Олександр, Абрамов Сергій. Особливості реакцій психіки на фактори різноманітних подразників в умовах учбового процесу. Студентське життя для деяких студентів асоціюється зі студентськими товариствами, спілкуванням з цікавими людьми, різноманітними подіями та розвагами. Для інших – це серйозне випробування, зміна життя, складна життєва ситуація, до якої необхідно адаптуватися. Студенти молоді і стикаються з різними проблемами, нові умови навчання вимагають від них більшої самостійності, відповідальності, самоорганізації, не всі студенти готові вирішувати численні проблеми та завдання. У будь-якому випадку навчання у ВНЗ для багатьох студентів є стресом. Учні необхідно долати труднощі, опанувати нові ролі та змінювати старі, адаптуватися до нових умов життя. Існує велика кількість доказів того, що хронічний стрес є супутником студентського життя. Дослідники відзначають причини стресу у студентів, пов'язані з проблемами фінансів, житла, безпеки та багато іншого. Стрес, який відчувають учні, може вплинути на навчання (набуття, застосування та обробки знань), що перешкоджає успіху в навчанні. Труднощі з успіхом, у свою чергу, також створюють дискомфорт, внаслідок чого зростає загальний стрес.

Стрес є одним з найпоширеніших видів афекту в наші дні. Це стан надмірно сильного і тривалого психологічного стресу, який виникає у людини, коли її нервова система отримує емоційне перевантаження. Стрес дезорганізує діяльність людини, порушує нормальний хід її поведінки. Стреси, особливо якщо вони часті і тривалі, негативно позначаються не тільки на психологічному стані, але і на фізичному здоров'ї людини. Вони є основними «факторами ризику» прояву та загострення таких захворювань, як захворювання серцево-судинної системи та