

FEATURES OF THE PROCEDURE OF JOINT EXERCISES FOR PHYSICAL EDUCATION WITH STUDENTS OF BASIC AND SPECIAL MEDICAL GROUPS

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Annotation. *Purpose:* justification of viability of joint physical education classes with students of primary and specialized medical groups. *Material:* the study involved 96 students of the Faculty of Philology. *Results:* notes the need to work on physical education teacher at the same time with students of all medical groups. The technique of holding joint sessions with students basic and special medical groups. The proposed technique is useful to use an individual approach to dealing with students with varying degrees of physical fitness and various health deviations. *Conclusions:* simultaneous work with students of various medical groups possible. Given the inclusive education, this technique is not appropriate due to the declining interest of students for classes and loss of quality of the lesson itself. **Key words:** *students, physical, education, special, medical, groups, methods, classes.*

Introduction

The importance of physical culture and its system of values for the individual and society is widely recognized. Constantly study its impact on quality of life, the ability to eliminate physical culture negative impacts urban social environment, a direct impact on human health, the phenotype of the individual, youth diversion of misconduct (V.Y. Karpov, 2005, V.A. Baranov, 2011).

The main problems in the system of physical training associated with: the ever-increasing physical inactivity due to the intensification of mental labor and decreased motor activity, an insufficient number of physical education classes, the mass loss of interest of pupils and students to the values of physical culture and sports, with the emergence of other more powerful interests, weak material and technical base of many schools and universities, underdeveloped physical education teachers personality. Realities of today, occurring in higher education of Ukraine, dictate the need to create new forms of training sessions with the students. Due to the reduced rates of teachers and at the same time, the need to fulfill the curriculum, in the Kharkov Pedagogical University lesson in special medical groups were canceled, and work with students from various medical groups was assigned to one teacher. All this led to the need to develop an objective methodology for conducting such studies.

In today's high school much attention is paid to the introduction of new forms of physical education in the educational process of students. Using the experience of teaching and research of many professionals involved in these problems (S.S. Iermakov, N.A. Nosko, J.L. Kozina, I.V. Kriventsova, L.N. Barybina, S.A. Semashko, Y.V. Golenkova, N.N. Sanzharova etc.), there is a need to find new forms of physical education of students.

Work carried out in accordance with the plan of research HNPU named after G.S. Skovoroda and state theme "Theoretical and methodological basis for the use of information, educational and biomedical technologies for the formation of a healthy way of life" (№0113U002003).

Purpose, tasks of the work, material and methods

The objective is to develop a methodology for conducting academic studies in physical education in higher educational institution, both for basic medical group and students with poor health.

Methods and organization of studies: analysis of scientific and methodological literature, pedagogical experiment survey. The study involved 96 first year students of the Faculty of Foreign Languages of HNPU named after G.S. Skovoroda.

Results of the research.

Each lesson in physical education is a mass, organized and systematic form of education and conducted on the basis of evidence-based programs. Training programs are the foundation of the state standard of physical education in the educational system. They are developed on the basis of approved state standards and regulations and determine the minimum level of compulsory sports education, skills and motor mode students. The program is designed for the entire period of study at the university. Pedagogical experts, taking into account individual characteristics of young people, their motor capabilities, promote the full and harmonious physical perfection, the formation of professional skills, all students regardless of the distribution of medical groups [1,2,4].

For objective reasons, physical education classes with students of our university are held in both academic groups with students of all medical groups. Conducting a survey, we found that the vast majority of young people belonging to groups with special medical and physical therapy groups may engage in the main groups and do not want to be a "flawed". Exceptions are students with serious chronic illnesses and severe medical contraindications. Natural desire of every self-respecting man - to be in good physical shape. This form is achieved by regular workouts and proper distribution of physical activity. The ability of the teacher is to organize the training process, it requires thorough preparation for each class (planning, inventory, safety). Each person is different. On physical training lessons in school, in everyday life, the child receives a set of basic skills and motor skills [3,5,8]. Careful attention to the students by the teacher in the classroom for physical education contributes to strengthen and improve the basic qualities and good

mastering new motor actions. Our proposed technique is useful to use an individual approach to dealing with students with varying degrees of physical fitness and various health deviations. In early studies conducted oral questioning of students about their health, especially relating to special medical groups and groups of physiotherapy. Depending on their amount of physical activity is planned for the entire group for a particular occupation. The preparatory part (warm) increases your body temperature, increases respiration rate and heart rate (HR), increases the elasticity of muscles, ligaments and tendons. If the group is dominated by the majority of student's basic medical group, you can increase the amount of running exercises with high intensity. While students with poor health are invited to exercise with moderate or low degree of intensity and in walk mode, as well as a decrease in the number of repetitions of the exercises. If the group is largely composed of young people with disabilities in health, the majority of exercise should be done in walking and standing still. We recommend that you reduce the range of motion and the number of repetitions. At the same time, for a core group of students recommended to perform exercises with greater intensity. During the warm-up, we use exercises from various gyms: bodytonic, fitmix, yoga, bodyslim. Complex ff exercises are changed every 7-8 sessions. New exercises, even fairly complex, cause a direct interest in students. At their request, paid more attention to the development of various groups of muscles (abdominal, thoracic, and back muscles, etc.). Monitor the state of health offered by yourself.

The main part of the class solves the problem of the training process. Properly chosen method of classes increases the efficiency of the learning process. Fencing in the classroom we use holistic methods and dissected. Learning of complex movements in parts of fencing has numerous advantages: easier mastering complex movement psychologically and physically, reduces the number of errors and inaccuracies; allows pinpoint weaknesses and pick up tools to remove them. Knowledge of the elements and the connections between them contributes meaningful assimilation of students of educational material. After mastering the parts movement should combine elements and secure by repetition. Automating movement gradually builds strong motor skill. Skill can be improved further in the game and competitive activities. Students with a strong technical and physical education should not be given during class new exercises. We propose to improve skill in those exercises that are being studied as a group, at the same time, these students can assist their comrades in the development of certain motor actions and thus improve the pedagogical skills. Teacher at this can complicate the task without changing its purpose. For example, if the lesson is studied repeated touch (remise) in a given sector, you can change:

- Sector applying touch (center, upper right, upper left, lower right, lower left);
- Distance (short, medium, long-distance);
- Deposition rate of touch (slow, fast);
- A combination of movements (step-lunge, jump-attack, etc.).

The final part of physical education classes in the shortest time. To restore all the body's systems are used stretching exercises on the slopes slow and quiet breathing. Students like unusual exercise of yoga exercises, bodyslim etc. Since many young people suffer from myopia, we suggest some exercises to strengthen the eye muscles, acquaint students with special complexes. Core group of students also perform such exercises with pleasure for the prevention of eye diseases, and general relaxation. These exercises are not complicated, functional, they will always be useful in everyday life and they can be run at any time, under any conditions, such as during a trip to transport.

Conclusions.

In the study was used an individual approach in the group lesson. The developed method makes it possible to increase the effectiveness of physical education while simultaneously working with students of all medical groups, finding the right version of the planning sessions and the distribution of its motor density. However, in view of inclusive education, so fashionable now, you need a clear understanding of it in relation to intentional physical education. One teacher is quite difficult to fully control the load -being, especially among students with poor health and therefore, may reduce the interest of students for classes.

In the future, further studies associated with the development of educational programs for mixed groups for medical reasons, as well as the improvement of methods of teaching physical education in high school fencing means, developing a control system for well-being of students during class.

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