

# *Технології навчання фізичної культури*

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## **PERSPECTIVES FOR IMPLEMENTATION OF NEW VARIATIVE MODULES OF «PHYSICAL CULTURE. GRADES 5–9» TRAINING PROGRAM**

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### **Abstract**

Today, the Ukrainian school is on the verge of profound educational reforms. A significant step towards a new Ukrainian school is to update the programs of the main school, taking into account the competence approach. The study of the prospects for the introduction of new variable modules of the educational program «Physical Culture. Grades 5–9» requires a detailed analysis to improve the physical education of pupils. The history of the formation of new types of sports for physical education lessons and the state of their current development in Ukraine are described. Among them: rugby, korfbal, pétanque, fencing, military sports games, step aerobics and cheerleading. The attitude of teachers of physical education to the possibilities of introducing new variable modules is researched. The interests of pupils and their interest in their learning were studied. The analysis and summary of literary sources, questioning-diagnostic and mathematical-statistical methods are used. A survey of teachers of physical education of middle grades (36 people) and pupils of grades 5–9 (120 people) of secondary schools of Lutsk was conducted. It has been established that 56,25 % of the pupils would like to diversify physical education lessons because they are not always interesting (46,25 %). 20 % of the teachers do not always take into account the interests of their pupils when planning physical education lessons. Among the kinds of sport that arouse the greatest interest of the teachers and the material and technical possibilities for their implementation are: step aerobics (50 vs. 40 %), military-sports games (20 vs. 5 %), cheerleading (15 vs. 10 %) and rugby (10 versus 15 %). Pupils showed a desire to study military-sports games (38,75 %), rugby, step aerobics, fencing (28,75, 27,75 and 27,5% respectively) and cheerleading (23,75 %). Korfbal, pétanque and fencing are not of interest to any of the teachers; pétanque and korfbal arouse the lowest interest among the pupils. During the courses of higher education in institutes of postgraduate pedagogical education it is offered to introduce special courses on the main innovations taking into account peculiarities and traditions in the development of physical education in a particular region.

**Key words:** curriculum, physical education, new variational modules, teachers, pupils.

**Наталія Белікова, Світлана Індика, Наталія Ульяницька, Світлана Подубінська, Венера Кренделєва. Перспективи впровадження нових варіативних модулів навчальної програми «Фізична культура. 5–9 класи».** Нині українська школа перебуває на хвилі глибинних освітніх реформ. Значним кроком до нової української школи є оновлення програм основної школи з урахуванням компетентнісного підходу. Дослідження перспектив впровадження нових варіативних модулів навчальної програми «Фізична культура. 5–9 класи» потребує детального аналізу для вдосконалення фізичного виховання школярів. Схарактеризовано історію становлення оновлених для уроків фізичної культури видів спорту та стан їх розвитку в Україні на сьогодні. Серед них – регбі, корфбол, петанк, фехтування, військово-спортивні ігри, степ-аеробіка та чирлідінг. Досліджено ставлення вчителів фізичної культури до можливостей впровадження нових варіативних модулів. Вивчено інтереси школярів та їхню зацікавленість у їх вивченні. Використано аналіз та узагальнення літературних джерел, опитувально-діагностичні та математично-статистичні методи. Проведено опитування учителів фізичної культури середніх класів (36 чоловік) й учнів 5–9-х класів (120 осіб) загальноосвітніх навчальних закладів міста

Луцька. Установлено, що 56,25 % учнів хотіли б урізноманітнити уроки фізичної культури, тому що вони не завжди проходять цікаво (46,25 %). 20 % учителів не завжди враховують інтереси учнів при плануванні уроків фізичної культури. Серед видів спорту, які викликають найбільшу зацікавленість у вчителів, та за наявності матеріально-технічних можливостей для їх упровадження – степ-аеробіка (50 проти 40 %), військово-спортивні ігри (20 проти 5 %), чирлідінг (15 проти 10 %) та регбі (10 проти 15 %). Учні виявили бажання вивчати військово-спортивні ігри (38,75 %), регбі, степ-аеробіку, фехтування (28,75; 27,75 і 27,5 % відповідно) та чирлідінг (23,75 %). Корфбол, петанк і фехтування не цікавлять жодного з учителів; петанк і корфбол викликають найнижчу зацікавленість в учнів. Запропоновано під час курсів підвищення кваліфікації в інститутах післядипломної педагогічної освіти впроваджувати спецкурси з основних нововведень з урахуванням особливостей та традицій у розвитку фізкультурної освіти того чи іншого регіону.

**Ключові слова:** навчальна програма, фізична культура, нові варіативні модулі, учителі, учні.

**Наталья Беликова, Светлана Индыка, Наталия Ульяницкая, Светлана Подубинская, Венера Кренделева. Перспективы внедрения новых вариативных модулей учебной программы «Физическая культура. 5–9 классы».** В настоящее время украинская школа находится на волне глубинных образовательных реформ. Значительным шагом к новой украинской школе является обновление программ основной школы с учетом компетентного подхода. Исследование перспектив внедрения новых вариативных модулей учебной программы «Физическая культура. 5–9 классы» требует детального анализа для совершенствования физического воспитания школьников. Охарактеризовано историю становления обновленных для уроков физической культуры видов спорта и состояние их развития в Украине на сегодняшний день. Среди них – регби, корфбол, петанк, фехтование, военно-спортивные игры, степ-аэробика и чирлидинг. Исследуется отношение учителей физической культуры к возможностям внедрения новых вариативных модулей. Изучены интересы школьников и заинтересованность в их изучении. Используются анализ и обобщение литературных источников, опросно-диагностические и математико-статистические методы. Проведен опрос учителей физической культуры средних классов (36 человек) и учащихся 5–9-х классов (120 человек) общеобразовательных учебных заведений города Луцка. Установлено, что 56,25 % учащихся хотели бы разнообразить уроки физической культуры, потому что они не всегда проходят интересно (46,25 %). 20 % учителей не всегда учитывают интересы учащихся при планировании уроков физической культуры. Среди видов спорта, которые вызывают наибольший интерес у учителей и для которых имеются материально-технические возможности для их внедрения – степ-аэробика (50 против 40 %), военно-спортивные игры (20 против 5 %), чирлидинг (15 против 10 %) и регби (10 против 15 %). Ученики изъявили желание изучать военно-спортивные игры (38,75 %), регби, степ-аэробіку, фехтование (28,75; 27,75 и 27,5 % соответственно) и чирлидинг (23,75 %). Корфбол, петанк и фехтование не интересуют ни одного из учителей; петанк и корфбол вызывают самую низкую заинтересованность учащихся. Предлагается при проведении курсов повышения квалификации в институтах последипломного педагогического образования внедрять спецкурсы из основных нововведений с учетом особенностей и традиций в развитии физкультурного образования того или иного региона.

**Ключевые слова:** учебная программа, физическая культура, новые вариативные модули, учителя, ученики.

**Introduction.** The primary attention from the state to the development of national education is an extremely urgent response to the challenges of the time, as the Ukrainian school is now undergoing a wave of in-depth educational reforms designed to overcome the incongruence of the general secondary education in Ukraine with the needs of the 21st century society. A significant step towards a new Ukrainian school is to update the programs of the main school, taking into account the competent approach. Their implementation will begin on September 1, 2018, however, certain elements of the future standard should be implemented in the primary school in the 2017–2018 academic year.

The updated curriculum «Physical Education. Grades 5–9» was approved by the Order of the Ministry of Education and Science of Ukraine of 07.06.2017 number 804. The curriculum is built on a module system and contains an invariable and a variable component. Almost every sport can be represented as a variable module. In the curriculum, 7 new variable modules: rugby, corfflon, petanque, fencing, military sports games, step aerobics, and cheerleading have been added to the existing 16 ones.

The content of the variable component is formed by the educational institution independently from the modules offered by the curriculum. A variable program module is a variable component that reflects specialised training based on one of the sports selected by the students and their parents. As a rule, in grades 5–6, students have to master 4–6 variable modules, in grades 7–8 – 3–5, in grade 9 – 3–4 modules. Specialists of physical education can develop their variable modules, curriculums of which are to undergo an examination, get the classification of the Ministry of Education and Science of Ukraine and be made public. Therefore, it is assumed that the number of variation modules over time should increase. However, as practice shows, physical education teachers are limited to the introduction of several traditional modules, noting that they are experiencing professional difficulties in working on a modular program [3]. Therefore, the question arises as to whether the updated list of sports for physical education classes will have a significant impact on this state

of affairs, and whether they can cause interest to students and the interest of teachers? This gives grounds to conclude that the study of the prospects for the introduction of new variational modules of the curriculum «Physical Education. Grades 5–9» is timely, multidimensional and requires detailed analysis to improve the physical education of pupils.

**An analysis of recent research on this problem** suggests that the introduction of a curriculum based on the principle of variability is intended to improve the physical education of pupils as planning takes into account the interests of children and the material and technical base of the school (T. Yu. Krutsevich, S. M. Dyatlenko). Meanwhile, there are problems that arise in the process of introducing a variable component of the curriculum, among which: unsatisfactory state of the material and technical base of educational institutions; lack of organisational and methodological assistance to specialists; lack of proper conditions for the qualitative conducting of physical education lessons (O. I. Shiyan, N. S. Kravchenko). Scholars have examined the actual state of implementation of the variation modules of the current curriculum. The obtained results show that the most interesting for students of grades 5–9 are the following variable modules: athletics – from 85 to 94 %, in rural and urban schools; gymnastics – from 58 to 87 %; basketball – from 56 to 87 %; volleyball – from 66 to 81 %; football – up to 94 % [3]. The least interesting variable modules are professional-applied training, handball and tourism. Such variable modules of the curriculum, such as aerobics, aqua aerobics, campuses and weight training, have not been implemented by any of the teachers surveyed [3; 4].

At the same time, the professional literature does not reflect the data that would indicate knowledge and interest of physical education teachers and secondary school pupils in new sports such as rugby, korfbal, petanque, fencing, military sports games, step aerobics and cheerleading introduced in the form of new variational modules in the program of physical education for grades 5–9.

**The purpose of the research:** to establish and analyse the possibilities and prospects of the introduction of new variable modules of the physical education curriculum for grades 5–9.

Objectives of the study:

1. To characterise the history of the development of the updated version of the updated physical education program of new sports in the world and in Ukraine.
2. To study the attitude of teachers of physical culture to the possibilities of introduction of new variable modules.
3. To study the interests of schoolchildren and their interest in the study of new variable modules.

**Material and methods of research:** analysis and summary of literary sources, questioning and diagnostic (questionnaires, interviews), mathematical and statistical methods. In order to determine the prospects for the introduction of new variable modules in the educational process, a survey of teachers of physical culture of middle grades (36 people) and pupils of grades 5–9 (120 people) of three general educational institutions of Lutsk was conducted.

**Research Results. Discussion.** A conceptually new physical education curriculum for pupils of grades 5–11 was introduced in general educational institutions of Ukraine in the academic year 2009–2010 [2]. Research by scholars indicates that the level of implementation of the variable modules of this program does not always correspond to the interests of students and is constrained by such negative factors as unsatisfactory state of the material and technical base of educational institutions and sports equipment; lack of proper conditions for qualitative conducting of physical education lessons; the lack of interest of teachers of physical culture in the implementation of new variable modules [3]. So is there any sense in introducing new variable modules, when the aforementioned factors, basically, serve as criteria for their selection: availability of material and technical base, regional sports traditions, staffing and desires of students? The study of the history of the formation of updated sports education lessons and the state of their development in Ukraine nowadays can give a partial answer to this question.

**Rugby.** The name of this kind of sport comes from the name of the British city of Rugby, where in 1823 one of the college students violated the rules of the game of football – grabbed the ball and ran away. At the moment, this is an Olympic sport, a sports team game with an oval ball, which players of each team, transmitting it each other with their hands and feet, try to land it in the opponent's field or hammer it into the H-shaped gate (above the crossbar). Rugby is popular all over the world, but especially in the countries of the British Commonwealth.

In Ukraine rugby is not the most popular sport, but it has been developing for over a century. The Ukrainian Rugby Federation was founded on December 16, 1991. Since 1993, the national teams of Ukraine have taken part in the qualifying matches of the European Championship and qualifying stages for the World Cup. Children-youth competitions in four age groups are permanently held. The best young Ukrainian rugby

players participate in the European Championships every three years. The Federation of Rugby Ukraine currently has 18 clubs. This sport has become the most widespread in Kyiv, Odesa, Kharkiv and Lviv, as well as in the Crimea and twelve regions of Ukraine.

In school conditions, it is recommended that rugby classes be conducted under simplified rules, where there are no elements of power contact struggle – this is a game in tag rugby and tactile rugby. You can play the game on the playground, in the gym, on the football field. The estimated size of the site depends on the number of players in the team.

**Korfball** is a mixed team game sport. It appeared in 1901 in the Netherlands – ten years later than basketball in the United States. The team consists of 4 men and 4 women. Goal: to throw the ball into a basket that is 3,5 meters high. The rules completely prohibit contacts and power elements. Korfball can be played in the gym, as well as in the open air. The game does not require expensive equipment.

In Ukraine, korfball has been developing since October 2012. There is one federation – the Lviv regional federation of korfball, which in 2013 was admitted to the International Federation of Korfball, becoming its 60th official member. It has the right to represent Ukraine at international competitions in this sport. The game is actively distributed among young people in the western regions of Ukraine.

**Pétanque** (from the French «la pétanca» – «legs together») appeared in 1907 in Provence, in the south of France – one of the varieties of boules, the purpose of which is, standing in the circle, to throw hollow metal balls as close as possible to a small wooden ball – cochonnet. This game is customarily played on hard soil or gravel. In Ukraine pétanque began to be played at the beginning of 2000 in Kiev and Uzhhorod. In 2007 the Pétanque Federation of Ukraine was established in Uzhhorod. At the moment, the federation includes 9 clubs and 14 regional subdivisions. In 2011 at the European Championship the Men's Ukraine team took the 5th place in the Nations Cup, which allowed it to get qualification and be selected for the World Championship. It was one of the first achievements. One of the most famous championships in Central Europe, which is held in May, is Uzhhorod «Sakura». Pétanque is currently developing most actively in Khmelnytsky, Kiev, Kharkiv, Dnipro and Zaporizhzhya.

In 2014, the first student pétanque club opened at the National Economic University in Kharkiv. In 2014, the pétanque is implemented in the school curriculum as a separate module in the general comprehensive school in Kyiv. In 2015, an open championship of the city of Kiev for pétanque among children was held.

**Fencing** as a sport originates from the end of the 18th century, but the sources of its origin go as far back as the distant past. Even among the peoples of ancient India there was a holy book on the principles of exercises with weapons; In those days, training in fencing on bamboo sticks was widespread in Japan and China. Fencing in Ancient Greece and the Roman Empire began to be held in about 4 centuries. before the first Olympic Games. In the Middle Ages fencing had a pronounced class character: the aristocracy representatives were mainly engaged in fencing. As a sport it was included in the program of the first modern Olympic Games in 1896.

There are such kinds of sport fencing depending on the weapon: fencing foil, fencing swords, saber, and fencing heavy bladed weapon. In Ukraine, fencing as an Olympic sport has passed three relatively independent stages in its development: pre-revolutionary (late 18th century – 1916) Soviet (1917–1991), and contemporary (from 1992 up to now). The most recent victories of Ukraine were achieved in May 2017: Ukrainian athletes became two-time world champions in historic fencing competitions held in Denmark; In July, Olga Harlan became the three-time world champion in saber fencing, winning for the third time in the German Leipzig individually. Today in Cherkasy secondary schools pupils teach the art of sword fencing.

**Military sports games** is one of the varieties of children's games, which is a historically formed means of military patriotic education of children. Their wide arsenal makes it possible for the Games to implement the Concept of national-patriotic education of children and youth, which contributes to raising the level of students' patriotism and their physical preparedness, and interest in physical education lessons. In 2009–2012, the situation with patriotic education of schoolchildren began to gain a systematic character. Nowadays in Ukraine all-Ukrainian patriotic military-sports games such as «Sokil» («Dzhura»), «Khortynh», «Kozatsky Hart», «School of safety», «Zirnytsya», «Kotyhoroshko» and others are held.

All-Ukrainian children and youth military patriotic game «Sokil» («Dzhura») has been implemented in educational institutions of Ukraine since 2003. This year, the All-Ukrainian stage of the game was held in Kharkiv. The National children and youth military sport game «Khortynh-Patriot» is a form of gaming activity in the military-sports field, in which the knowledge of military service, general discipline, understanding of the surrounding world is deepened, competitive skills necessary for successful future work activities, volitional qualities and organizational skills are cultivated. In this game, the social relations of the

Ukrainian soldiers are reflected in a simplified form that is understandable to a child, and an atmosphere is typical of military exercises, modelling combat operations. All-Ukrainian stage of the game «Khortynh-Patriot» is annually held in May.

Regional competitions of the sports and recreation patriotic complex «Kozatsky Hart» and the regional stage of children and youth military-sports patriotic game «Sokil» («Dzhura») are traditionally held in Volyn.

**Cheerleading** is both sport and art (from English «cheer» – «cheerful, encouraging yell», and «lead» – «lead, manage.») It originated in the United States in the 1870s and has become widespread in Europe in the 70's and 80's of the twentieth century. The European Cheerleading Association (ECA) was founded in 1995. The first European Cheerleading Championship was held in Germany in 1995. In 2001, the International Federation of Cheerleading was formed, Ukraine is also its member.

Cheerleading for Ukraine is a new, «young» sport, which is rapidly gaining popularity among young people. All-Ukrainian Federation of Cheerleading was officially registered in our country on November 24, 2004. On February 22, 2005, cheerleading was granted the status of a sport officially recognised in Ukraine. On October 15, 2005, in Kharkiv, the first cheerleading championship was held, attended by more than 14 teams from Kyiv, Odessa, Poltava, Sumy, Dnipropetrovsk, Kharkiv, Uzhgorod and Luhansk. In Kharkiv, the first professional teams were created. The rules of the competition were developed at the Kharkiv Academy of Physical Culture. It is also worth mentioning that the city organized a local cheerleading competition among schoolchildren of secondary schools in Kharkiv, which was completed by a large-scale flashmob with the registration of the record in Ukraine by the number of participants and which entered the Book of Records of Ukraine [1].

Cheerleading is one of the affordable and inexpensive kinds of sport, thanks to entertainment, emotionality and beauty, it is able to capture boys and girls. It contains a wide arsenal of various intensive movements that include elements of choreography, acrobatics, sports and artistic gymnastics, sports and folk dances. By teaching cheerleading, a teacher can independently make complex exercises from the presented basic movements. Also, cheerleading does not require expensive sports equipment, therefore it is promising to be introduced in general educational institutions.

**Step aerobics** is one of the simplest and most effective styles and directions of aerobics, it is rhythmic ups and downs from a special platform (step-platform) for dance music. The peak of the development of health programs in Europe and in Ukraine falls in the mid-80's and 90's of the twentieth century. In this period, there was a significant commercialisation of the fitness industry. The desire to engage more and more people lead to a variety of programs. Revolutionary in this regard was the emergence of step aerobics, which received scientific and methodological substantiation by the University of Reebok. An American specialist Jean Miller played an important role in the development and popularisation of step aerobics. The cyclical ups and downs on the step-platform have become a safe alternative to the high-impact jumping load of classical aerobics.

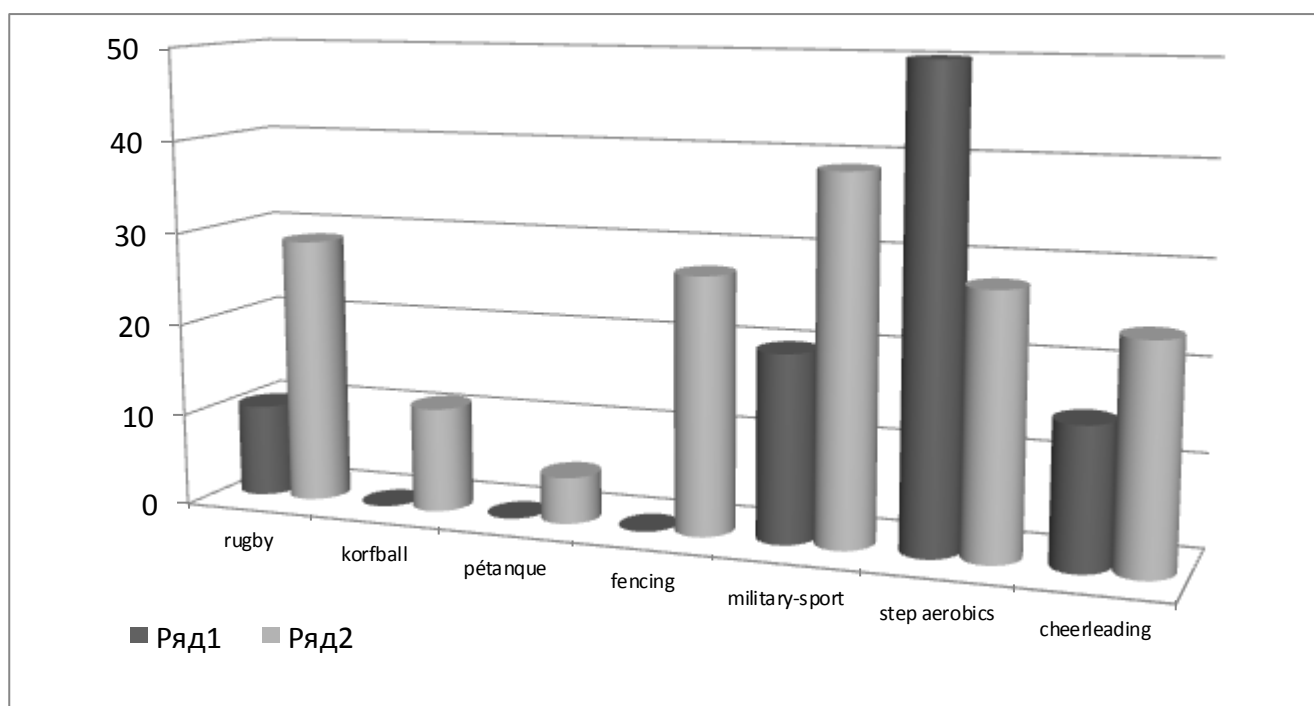
Now the competitions in fitness aerobics in Ukraine are held under the aegis of FISAF (since 1993 Ukraine is a permanent member of this international federation). The competition program consists of three nominations: fitness aerobics (basic); step aerobics; funk (hip-hop) aerobics. Competitors are divided into age groups: children (9–11 years old); juniors (12–15 years old); adults (16 years and older). The team consists of 6–8 participants, regardless of gender.

Step aerobics is gradually gaining its place in the physical culture of schoolchildren. This is favoured by the positive emotional background of classes, compulsory music accompaniment, an unusual combination of movements associated with an unusual object – the platform. The effectiveness of step aerobics is the complex development of motor skills of schoolchildren. It is clear that the implementation requires the availability of step-platforms.

Summarising the results of the questionnaires of teachers, we found that 90% of the teachers interviewed are acquainted with the updated curriculum on physical education for pupils of grades 5–11. It should be noted that 80 % of teachers are interested in the schoolchildren's opinion when planning the variational component of the educational process: 75 % of them define the interests of children through oral questioning, 5 % – by means of a written questionnaire; 20 % of the polled teachers do not always take into account the pupils' opinion. The teachers are mostly acquainted with the new kinds of sport offered for study as variable modules. However, only 45 % of teachers know korfbal and petanque, and 55 % – cheerleading. From the list of selected kinds of sport the teachers chose those ones that could be studied in their educational institution, taking into account the availability of the necessary material and technical base: in 15 % of cases – rugby; 5 % – korfbal, fencing and military-sports games; 40 % – step aerobics and 10 % – cheerleading (any of the teachers did not mention petanque). Besides, from the list mentioned above, the

teachers chose those kinds of sport in which they would be personally interested, if there were such an opportunity to introduce them: the greatest interest was only shown in step aerobics (50 %), military sports games (20 %), cheerleading (15 %), and rugby (10 %) (figure 1).

Having analysed the data of the questionnaires of the pupils, we found that 52,5 % of the respondents indicated that their physical education lessons were interesting; 1,25 % of respondents said that they were not interested in physical education classes and 46,25 % of the pupils answered «not always». A significant number of pupils – 56,25 % – would like to have their lessons of physical culture diversified with new sports. Answering the question «Do your physical education teachers give you an opportunity to independently choose kinds of sport you want to study, taking into account your interests?», 37,5 % of the students gave a positive answer; 23,75 % denied, and 38,75 % did not respond at all. The following kinds of sport from the list are familiar to pupils: for 32,5 % – rugby; for 6,25 % – korfbal; for 2,5 % – pétanque; for 61,25 % – fencing; for 45 % – military-sports games; for 28,75 % – step aerobics; and for 27,5 % – cheerleading. At the same time, the pupils would like to study the following kinds of sport at the lessons of physical culture: 28,75 % – rugby; 11,25 % – korfbal; 5 % – pétanque; 27,5 % – fencing 38,75 % – military sports games; 27,75 % – step aerobics; 23,75 % – cheerleading (fig. 1).



**Fig. 1.** The Level of Teachers' and Pupils' Interest in Learning New Variation Modules (%)

The conducted research is a trial one, and in order to understand this problem, it is necessary to attract more respondents and more comprehensive coverage of general educational institutions. At the same time, some trends can already be noted at this stage. In particular: 56,25 % of the pupils would like to have their lessons of physical education diversified because they are not always interesting (46,25 %). 20 % of the teachers of physical culture do not always take into account the interests of pupils when planning lessons of physical education. The pupils' answers to this question testify that in 23,75 % their opinion is not taken into account at all, and in 38,75 % it is not always taken into account. Among the kinds of sport that attract the greatest interest of teachers and have the material and technical possibilities for their implementation are: step aerobics (50 vs. 40 %), military sports games (20 vs. 5 %), cheerleading (15 vs. 10 %) and rugby (10 versus 15 %). Pupils expressed their desire to study military-sports games (38,75 %), rugby, step aerobics, fencing (28,75; 27,75 and 27,5 % respectively) and cheerleading (23,75 %). Korfbal, pétanque and fencing are not of interest to any of the teachers; pétanque and korfbal arouse the lowest interest among the pupils.

Conclusions and perspectives for further research.

1. The study of the subject «Physical Culture» implements a competence approach in the context of the principles of the «New Ukrainian School». In the program of physical culture for grades 5–9 7 new variation modules are added to the existing 16 ones: rugby, korfbal, pétanque, fencing, military-sports games, step aerobics and cheerleading.

2. A significant proportion of physical education teachers are not interested in introducing new variable modules, even if there is proper material and technical basis of educational institutions. Instead, military sports games, rugby, step aerobics, fencing and cheerleading are the most interesting subjects for pupils.

3. In order to improve the teaching of physical culture at school, it is necessary: during specialisation courses in institutes of postgraduate pedagogical education, to introduce special courses on the main innovations declared in the curriculum, taking into account the peculiarities and traditions in the development of physical education of the region; to strengthen organisational and methodical assistance to specialists; to increase pupils' awareness of the possibilities of studying a wide range of alternative modules other than those that have already become traditional.

In the future, it is planned to investigate the reasons for the lack of interest of teachers of physical culture in diversification of physical education lessons taking into account the interests of pupils.

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