

Фізична культура, фізичне виховання різних груп населення

УДК 37.015-057.87:796.012.656

MODERNIZATION OF PHYSICAL EDUCATION OF STUDENTS BY MEANS OF CHOREOGRAPHY ON THE BASIS OF AN INTEGRATED APPROACH

Natalia Chuprun¹

¹Pereyaslav-Khmelnytsky Hryhoriy Skovoroda State Pedagogical University, Pereyaslav-Khmelnytsky, Ukraine, chuprunn@ukr.net

<https://doi.org/10.29038/2220-7481-2017-04-41-45>

Abstract

To uncover the peculiarities of modernizing the physical education of students through the search for an effective technology of education and education by means of choreography on the basis of an integrated approach. The interest of scientists in solving the problem of integration of choreography in physical education has been revealed, but one should note the lack of scientific methodological developments in this direction. It is suggested to use choreography in the physical education of students on the basis of an integrated approach, which is aimed at motivational-value attitude to physical education and sports activities, orientation to physical perfection, mastering of the system of knowledge, skills and abilities from physical culture and choreography. The results of the research showed significant changes in the indicators of physical preparedness, physical health, theoretical preparedness, which occurred during the pedagogical experiment. It is proved that dance movement is an effective means of training the human body and can be effectively used in modern effective teaching and learning technologies that solve the problems of physical and intellectual development of students, meet the need for motor activity, and form a sustainable motivation to engage in physical education.

Key words: choreography, physical education, modernization, students, integral approach.

Наталія Чупрун. Модернізація фізичного виховання студенток засобами хореографії на основі інтегрального підходу. У статті зроблено теоретичний аналіз й розкрито особливості модернізації фізичного виховання студенток за допомогою пошуку дієвої технології навчання й виховання засобами хореографії на основі інтегрального підходу. Виявлено зацікавленість науковців у розв'язанні проблеми інтеграції хореографії у фізичне виховання, однак потрібно відзначити недостатність науково-методичних розробок у цьому напрямку. Запропоновано використовувати хореографію у фізичному вихованні студенток на основі інтегрального підходу, який спрямований на мотиваційно-ціннісне ставлення до фізкультурно-спортивної діяльності, орієнтацію на фізичне вдосконалення, оволодіння системою знань, умінь і навичок із фізичної культури та хореографії. Результати досліджень показали суттєві зміни в показниках фізичної підготовленості, фізичного здоров'я, теоретичної підготовленості, які відбулися протягом педагогічного експерименту. Доведено, що танцювальний рух є ефективним засобом тренування людського тіла й може ефективно використовуватися в сучасних дієвих технологіях навчання та виховання, які комплексно розв'язують проблеми фізичного та інтелектуального розвитку студенток, задоволення потреби в руховій активності, формування стійкої мотивації до занять фізичною культурою.

Ключові слова: хореографія, фізичне виховання, модернізація, студентки, інтегральний підхід.

Наталья Чупрун. Модернизация физического воспитания студенток средствами хореографии на основе интегрального подхода. В статье сделан теоретический анализ и раскрыты особенности модернизации физического воспитания студенток путем поиска действенной технологии обучения и воспитания средствами хореографии на основе интегрального подхода. Вывявлено заинтересованность ученых в решении проблемы интеграции хореографии в физическое воспитание, поэтому необходимо отметить недостаточность научно-методических разработок в данном направлении. Предложено использовать хореографию в физическом воспитании студенток на основе интегрального подхода, который направлен на мотивационно-ценностное отношение к

фізкультурно-спортивної діяльності, орієнтацію на фізичне совершенствование, оволодіння системою знань, умінь і навчків по фізическій культурі і хореографії. Результати досліджень показали суттєві зміни в показателях фізическої підготовленості, фізического здоров'я, теоретическої підготовленості, котрі відбулися в педагогіческому експерименті. Доказано, що танцевальне движение являється ефективним средством тренівки людеского тіла і може ефективно використовуватися в сучасних дійсвенних технологіях обучення і виховання, комплексно решають проблеми фізического і інтелектуального розвитку студенток, задоволення потреби в двигательній активності, формування стійкої мотивації к заняттям фізическої культурой.

Ключевые слова: хореография, физическое воспитание, модернизация, студентки, интегральный подход.

Introduction. The most urgent problem of modern society is the health of the nation in general and the younger generation development specifically. This problem is especially acute among the young students – the most critical group of the population, in which the foundation of the future health and prosperity of the nation is very important. The most promising step in solving the problem of the modernization process of physical education is using different types of motor activity. G. P. Griban has proved that fact that students, after passing their test or graduating the university, stop training. This is because regulated program of physical exercise in school does not take into account the interests and motives of young students. N. Zems'ka has revealed the low level of motor activity among male and female students.

The necessity for the modernization of the physical education of students does not evoke any doubts. However, O. V. Timoshenko and Zh. G. D'omina emphasize on the measured and reasonable way – to determine the optimal conditions of its effective functioning and particular directions of improvement. Such modernization provides gradual implementation of the defined priorities considering socio-economic peculiarities of the present days.

Accessibility and variety of the ways, forms and types of choreography promote successful enrichment of the motor experience. However, in the modern system of physical education the importance of choreography is underestimated. First of all, that was caused by the insufficiency of the methodological support and absence of the teaching aids, which could solve the task and reveal the content of choreography work in the process of physical education of the students.

The aim of the study is to reveal the features of modern physical education program for students by means of an integrated approach using choreography.

The methods of the study: analysis and generalization of the scientific and methodological literature and pedagogical practice.

The Results of the Study. In the scientific literature it is espoused that the most effective way of modernizing physical education for students is for the inclusion of the most popular physical experiences of youth into the program. It is noted that one of the motives of female students in choosing the kind of sport or the system of physical exercise is the correction of perceived disadvantages of their physique. In this regard they consider choreography as an activity, which will help to solve this problem. Besides, the value of using a dancing experience lays in the fact that the influence on the body is excellent. Such activities help to change muscle groups, increase the mobility of joints through an increase of the elasticity of the ligaments and tendons, and strengthen the cardiovascular and respiratory systems. Coordination of movement, general and physical fitness and the enrichment of the motor arsenal are all benefits of these activities.

T. I. Liasova, O. M. Levic'ka have summarized their research and have recommended the implementation of an innovative physical education program, which is responsive to the goals and curriculum of the existing physical education program, as well as to the motives and goals of the students. It is important that new approaches to meet the needs of the younger population through an improved physical education curriculum be implemented.

Innovations in physical education programs provide students with effective methods to adequately develop their physical domain as well as enrich their worldview. An integrated approach includes proven methods and theories through accepted pedagogical practices, multivariable forms of motivational activities, and a personally oriented approach taking into account the student's personality and goals. Special attention was given to medical and pedagogical controls throughout the implementation. Using these methods of choreography during the process of physical education through integral approach students provides for student understanding in the educational, social, professional and public activities, which are based on the principles of humanistic pedagogy and psychology.

One of the principal conditions of the effectiveness of a teaching technology is the pedagogical interaction of the participants in the educational process. Effective motivational techniques, the use of a variety of methods to maintain student attention, and an adjustment of the degree of difficulty of the lesson are all necessary in providing student focus on the goals of the activity. Each lesson should take place in an

atmosphere of care and mutual support in order to take into account individual and group progress. V. O. Huzhevsky has found that the motivational attitude of students to the values of physical education is due to the following dominant categories of motivation. The need of the importance of physical education in future professional activities and for emotional satisfaction and future recreational activities are all paramount in the desire of the student to realize the importance of physical education as a necessary element in one's life [4].

The results of an analysis of scientific research show that modern teaching technologies include the consideration of individual physical and intellectual characteristics, individual-typological elements of physical preparedness and the perception of theoretical material for the effective organization of the educational process in multilevel groups [9].

The specific tool of choreography is the dance movement, which is not only an expressive means of choreography, but also means of aesthetic-physical training of the human body. The concept of «dance movement» can be defined as the integrity of harmoniously consistent elements – positions, postures and the movements of the legs, arms, head, and trunk. In unity, they express an image, action, emotions, and feelings. The dance movement is organized in time and space, subordinated to the laws of music and has a certain pace and tempo, which in turn contributes to the formation of a sense of rhythm.

At present, dance is widely used in the field of vocational and applied training, special and the extracurricular preparation of athletes, and the physical education of preschoolers and children of junior school age. As a synthetic art form, choreography has the potential opportunities for many physical education tasks because choreographic skills and abilities by their nature, structure and method of study are identical to motor training [12].

Choreography is a tool used in the process of physical education in order to create an aesthetic culture of students. Progressive educators, historians, and psychologists consistently discuss the expediency of conducting choreographic classes, in particular folk choreography. Note, that in the higher educational institutions of Ukraine, classes of various types of dance are offered mainly during extracurricular time and relate to the educational goals students.

Universities create dance groups. Students can join these groups, but it is difficult for beginners to participate. This problem is fully solved in Polish universities, where, along with professional dance groups, universities have been given the opportunity to engage in dance classes for students who are not adequately trained dancing before joining advanced classes.

Fedoseeva L.O. affirms that the use of choreographic exercises motivates students to increase their interest in physical education and further self-improvement [11].

Moreover, American scientists [14; 16; 19], conclude that dance covers psychomotor (since it includes movements that can be used throughout life), cognitive (critical thinking) and affective (self-expression) human sphere. It helps students to succeed in learning and provides benefit throughout their lives by maintaining an active lifestyle [14; 16; 19].

In the Swedish system of physical education Torun Mattsson and Suzanne Lundvall have studied dance during 50 years (1962–2011). Scientists concluded that pedagogical dance training remains within the framework of a highly disciplined system of social control [18].

M. Angioi, G. S. Metsios, E. Twitchett, Y. Koutedakis, M. Wyon found a significant correlation between aesthetic competence and jump-like ability and repulsion ($r = 0,55$ and $r = 0,55$, respectively) and concluded that muscle endurance of the upper body and jump-like ability are the best indicators of aesthetic competence [13].

L. Steven Kone, in his studies, concluded that dance could be an important part of a curriculum that encourages the study of psychomotor, cognitive and emotional skills associated with any physical activity and can be integrated as a part of a curriculum [15].

Method of complex application of choreographic and gymnastic exercises on elective physical education classes for students of higher educational institutions of different degrees of physical preparedness, were developed by T. I. Zubkova. The researcher discovered a significant improvement in the indicators of physical qualities, the possibility of improving mood, the increased interest of students in physical education, the possibility of a complete and consistent solution of the problem of physical education of students of different degrees of physical fitness and the improvement of their functional state [6].

The research of T. M. Kravchuk, and O. S. Rohanina shows that the use of dance exercises in the process of physical education of students of higher educational institutions contributes to a significant increase in their physical health in general and improvement of individual indicators, in particular the strength and vital index. The time of recovery of the heart rate after 20 squats was used as a determining factor. Dance exercises also enhance the mood, increase a sense of well-being and the activity of the students, and were statistically confirmed by the scientists [7].

Problems of mutual influence and integration of physical education and choreography are discussed in the writings of S. Rafferty. The scientist marks the gaps in the structure of dance teacher training programs, which can be filled with the use of physical education and gives recommendations for eliminating gaps in physical education through dance [17].

The results of their own studies confirm the information that the physical act of dance involves solving tasks aimed at optimizing motor activity, depending on individual and age characteristics, and improving the functional capabilities of the organism and correcting minor deviations of physical development. This encourages the consideration of dance exercises in the system of physical education [12].

Conclusions. The analysis of scientific methodological literature and world practice allow us to conclude that the inclusion of choreography in the program of physical education of students based on the integral approach will contribute to the successful resolution of the problem under investigation. It demonstrated that dance movement is an effective mean of the human body training and can be effectively used in the modern effective teaching and learning technologies that solve the problems of the physical and intellectual development of students, by the fulfillment of the need for motor activity, and form a sustainable motivation to engage in physical education. Availability, variety of tools, forms, and types of choreography contribute to the successful enrichment of motor activity, and the high emotionality of classes enhances students' interest in systematic physical exercises.

Prospects for further research are to check the effectiveness of modernizing the physical education of students through choreography based on the integral approach.

Sources and Literature

1. Гаркава О. В., Любина Л. В. Использование нового формата на практических занятиях по физическому воспитанию в ВУЗе. *Научовий часопис [Національного педагогічного університету імені М. П. Драгоманова]*. 2016. Вип. 3(2). С. 87–90.
2. Герасимчук А., Ужеліна О., Базиліук Н., Каленська С. Новітні педагогічні технології в галузі фізичного виховання. *Фізичне виховання, спорт і культура здоров'я у сучасному суспільстві*. 2008. Т. 1. С. 152–154.
3. Грибан Г. П. Життєдіяльність та рухова активність студентів. Житомир: Вид-во Рута, 2009. 593 с.
4. Гужевський В. О. Доцільність використання інноваційних технологій у формуванні особистісно-орієнтованої мотивації студентів до фізичного виховання. *Педагогіка, психологія та медико-біологічні проблеми фізичного виховання і спорту*: зб. наук. праць / [за ред. проф. С. С. Єрмакова]. Харків: ХДАДМ (ХХІІІ). № 3. 2014. С. 19–24.
5. Земська Н. Характеристика рухової активності студентської молоді. *Фізичне виховання, спорт і культура здоров'я у сучасному суспільстві*: збірник наукових праць. № 3 (19). 2012. С. 211–215.
6. Зубкова Т. И. Особенности применения хореографических упражнений при работе со студентами разной степени подготовленности. *Теория и практика физической культуры*. 2006. № 4. С. 34.
7. Кравчук Т. М., Роганіна О. С. Оздоровчі можливості використання танцювальних вправ у фізичному вихованні студентів вищих навчальних закладів. *Теорія та методика фізичного виховання*. 2015. № 02. С. 41–46.
8. Лясота Т. І., Левицька О. М. Інноваційні технології у фізичному вихованні студентів. *Молодий вчений*. № 3.1 (43.1). 2017. С. 202–205.
9. Сычева Т. В. Инновационные технологии в физическом воспитании студентов. *Физическое воспитание студентов*. Х., 2012. № 4. С. 115–119.
10. Тимошенко О. В., Дьоміна Ж. Г. Як модернізувати національну систему фізичного виховання? Сучасний освітній вимір. *Освіта*: всеукр. гром.-політ. тиж. 2016. № 15 (13–20 квіт.). С. 6.
11. Федосеева Л. О., Радаева С. В. Применение хореографических упражнений в физическом воспитании студентов. *Физическая культура, здравоохранение и образование*: материалы IX Междунар. науч.-практ. конф., посвященной памяти В. С. Пирусского, г. Томск, 19–20 ноября 2015 г. г. Томск, 2015. С. 77–79.
12. Чупрун Н. Ф. Вплив занять боді-балетом на морфофункціональний стан та фізичну підготовленість студенток. *Вісник Кам'янець-Подільського національного університету імені Івана Огієнка*. Вип. 8. 2015. С. 398–405.
13. Angioi M., Metsios G. S., Twitchett E., Koutedakis Y., Wyon M. Association between selected physical fitness parameters and esthetic competence in contemporary dancers. *J Dance Med Sci*. 2009; 13(4). 115–23.
14. Column Editor: K. Andrew R. Richards. Benefits of Implementing a Dance Unit in Physical Education. *Journal of Physical Education, Recreation & Dance*. Pages 43–45 | Published online: 10 Sep 2015.
15. Cone, Stephen L. An Innovative Approach to Integrating Dance into Physical Education. *Journal of Physical Education, Recreation & Dance*. P. 3–4 | Published online: 21 Aug 2015.
16. Mary Bajek, K. Andrew R. Richards & James Ressler. Benefits of Implementing a Dance Unit in Physical Education. *Strategies. A Journal for Physical and Sport Educators*. URL: https://www.researchgate.net/profile/K_Andrew_R_Richards/publication/283004841_Benefits_of_Implementing_a_Dance_Unit_in_Physical_Education/links/56423c2108aebaaef8d04b.pdf
17. Rafferty S. Considerations for integrating fitness into dance training. *J Dance Med Sci*. 2010; 14(2). P. 45–9.

18. Torun Mattsson & Suzanne Lundvall. The position of dance in physical education. *Sport, Education and Society*. Vol. 20. 2015. Issue 7. URL:<http://www.tandfonline.com/doi/abs/10.1080/13573322.2013.837044>
19. Wang Bei. Research on Body Language in Aerobics Choreography and Physical Education based on Network QuestionnaireInternational. *Journal of Future Generation Communication and Networking*. Vol. 9. No. 4 (2016). P. 207–218.

References

1. Harkava, O. V. & L. V. Liubyna (2016). Ispolzovanie novoho formata na prakticheskikh zaniatiiakh po fizicheskomu vospitaniuu v VUZe [Use of new format on practical employments of P.E in institution of higher learning]. *Naukovyi chasopys Natsionalnoho pedahohichnoho universytetu imeni M. P. Drahomanova*, vyp. 3(2), 87–90.
2. Herasymchuk, A., Uzhelina, O., Bazyliuk, N. & Kalenska, S. (2008). Novitni pedahohichni tekhnolohii v haluzi fizychnoho vykhovannia [Newest pedagogical technologies in the sphere of physical education]. *Fizychno vykhovannia, sport i kultura zdorovia u suchasnomu suspilstvi*, t. 1, 152–154.
3. Hryban, H. P. (2009). Zhyttiediialnist ta rukhova aktyvnist studentiv [Life activity and student's physical activity]. *Zhytomyr, vyd-vo Ruta*, 593.
4. Huzhevskiy, V. O. (2014). Dotsilnist vykorystannia innovatsiinykh tekhnolohii u formuvanni osobystisno-orientovanoi motyvatsii studentiv do fizychnoho vykhovannia [Appropriateness of the use of innovative technologies in the formation of personality oriented motivation of students to physical education]. *Pedahohika, psykholohiia ta medyko-biolohichni problemy fizychnoho vykhovannia i sportu: zb. nauk. Prats*. Kharkiv : KhDADM (XXIII), №3, 19–24
5. Zemska, N. (2012). Kharakterystyka rukhovoï aktyvnosti studentskoi molodi [Description of young students' physical activity]. *Fizychno vykhovannia, sport i kultura zdorovia u suchasnomu suspilstvi : zbirnyk naukovykh prats*, no. 3 (19), 211–215
6. Zubkova, T. I. (2006). Osobennosti primeneniia khoreoraficheskikh uprazhnenii pri rabote so studentami raznoi stepeni podhotovlennosti [Application features of choreographic exercises during the working with students of different preparedness degrees]. *Teoriia i praktika fizicheskoi kultury*, no. 4, 34.
7. Kravchuk, T. M. & Rohanina, O. S. (2015). Ozdorovchi mozhyvosti vykorystannia tantsiuvalnykh vprav u fizychnomu vykhovanni studentiv vyshchyykh navchalnykh zakladiv [Improving the possibility of using dance exercises in physical education students in higher education]. *Teoriia ta metodyka fizychnoho vykhovannia*, no. 02, 41–46
8. Liasota, T. I. & Levytska, O. M. (2017). Innovatsiini tekhnolohii u fizychnomu vykhovanni studentiv [Innovative technologies in physical education of students]. *Molodyi vchenyi*, no. 3.1 (43.1), 202–205.
9. Sych'va, T. V. (2012). Innovatsionnye tekhnolohii v fizicheskom vospitanii studentok [Innovative technologies in physical education of students]. *Fizicheskoe vospitanie studentov*. Kh., no. 4, 115–119.
10. Tymoshenko, O. V. & Domina, Zh. H. (2016). Yak modernizuvaty natsionalnu systemu fizychnoho vykhovannia? Suchasnyi osvittii vymir [How to modernize the national system of physical education? Contemporary educational dimension]. *Osvita : vseukr. hrom.-polit. Tyzh.*, no. 15 (13–20 kvitnia), 6.
11. Fedoseeva, L. O. & Radaeva, S. V. (2015). Primenenie khoreoraficheskikh uprazhnenii v fizicheskom vospitanii studentok [The use of choreographic exercises in the physical education of students]. *Fizicheskaia kultura, zdavokhranenie i obrazovanie : materyaly IX Mezhdunarodnoi nauchno-praktycheskoi konferentsyy, posviashchennoi pamiaty V.S. Pirusskoho, Tomsk*, 77-79
12. Chuprun, N. F. (2015). Vplyv zaniat bodi-baletom na morfofunktsionalnyi stan ta fizychnu pidhotovlenist studentok [The impact studies ballet body on morphofunctional status and level of physical fitness of students]. *Visnyk Kamianets-Podilskoho Natsionalnoho Universytetu imeni Ivana Ohienka*, vyp. 8, 398–405
13. Angioi, M., Metsios, G. S., Twitchett, E., Koutedakis, Y. & Wyon, M. (2009). Association between selected physical fitness parameters and esthetic competence in contemporary dancers. *J Dance Med Sci.*, 13(4), 115–23
14. Column Editor: Andrew, K. & Richards, R. (2015). Benefits of Implementing a Dance Unit in Physical Education. *Journal of Physical Education, Recreation & Dance*, 43–45.
15. Cone, Stephen L. (2015). An Innovative Approach to Integrating Dance into Physical Education. *Journal of Physical Education, Recreation & Dance*, 3–4.
16. Mary, Bajek, Andrew, K., Richards, R. & James Ressler . Benefits of Implementing a Dance Unit in Physical Education. *Strategies. A Journal for Physical and Sport Educators*. https://www.researchgate.net/profile/K_Andrew_R_Richards/publication/283004841_Benefits_of_Implementing_a_Dance_Unit_in_Physical_Education/links/56423c2108aebaae1f8d04b.pdf
17. Rafferty, S. (2010). Considerations for integrating fitness into dance training. *J Dance Med Sci.*, 14 (2), 45–9.
18. Torun, Mattsson & Suzanne, Lundvall (2015). The position of dance in physical education. *Sport, Education and Society*. Volume 20, Issue 7. <http://www.tandfonline.com/doi/abs/10.1080/13573322.2013.837044>
19. Wang, Bei (2016). Research on Body Language in Aerobics Choreography and Physical Education based on Network QuestionnaireInternational. *Journal of Future Generation Communication and Networking*, vol. 9, №3, 207–218

Стаття надійшла до редакції 12.10.2017 р.