

FEATURES OF ORGANIZATION AND MAINTENANCE OF PHYSICAL EDUCATION OF STUDENTS OF HIGHER PEDAGOGICAL EDUCATIONAL ESTABLISHMENTS

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Annotation. A purpose of work is an analysis of data of modern scientific literature for organizations and maintenances of physical education of students of higher educational establishments. An analysis over of 273 publications of domestic and foreign scientists and researchers is brought. Estimation over of positions of conception of development of students' physical internals, co-ordination and co-ordinating capabilities are brought on employments on physical education. Data of modern scientific literature are considered on development and perfection of motive internals and co-ordinating capabilities of modern youth. The problems of health of modern young man level are shown. It is well-proven that the professional capabilities of modern teacher are straight related to good physical preparedness. The further ways of development of motive capabilities of young people are certain. Finding allows establishing that is now accumulated there is enough material which allows stepping over through the traditional aspects of pedagogical process of mastering the man of motive abilities and skills. Untraditional ways are shown to the process of physical education of students of pedagogical higher educational establishments.

Keywords: students, teachers, specialized, physical education, professionally, applied, preparation.

Introduction

For many years the problem of improvement of students' physical education has been attracting attention of specialists [2, 4, 15, 20]. Higher educational establishments are completed mainly with boys and girls, who have just left school. Experience shows that physical; level of most of applicants is still low, there is a trend to reduction of level of comprehensive physical training [3, 6, 11]. Analysis of literature sources witnesses about worsening of young generation's physical development [6, 8, 16], about progressing of motion deficit [7, 16, 22], that result in worsening of students' health [14, 20].

The task of rising generation's physical education efficiency's improvement has been being and is being the most important for recent decades. In theory and in practice the problems of differentiating, individualization and profiling of teaching, integration of education's content has been actively developed, idea of humanization is implemented [7]. Upgrading of educational system in our country has also touched students' physical education at HEEs.

In specialists' opinion it is necessary to reject rigid normative, mandatory and authoritarian character of trainings, adjusting to outside standard [2], it is necessary to form student's interest to a subject, to awake interest for building of healthy body, for formation of own health. For decades we have been seeing a gap between physical culture and human general culture, human spiritual principles. With formation of students' physical culture, its motion component was accentuated to the prejudice of intellectual and social-psychological aspects [14].

The subject of the present work complies with orientation of scientific program of physical education faculty of Chernigiv national pedagogical university, named after T.G. Shevchenko, and it is included in university subject "Didactic principles of formation of motion function of persons, who practice physical education and sports" (state registration No. 0108U000854, dt. February 19th, 2008). The work has been fulfilled as per orientation of state-financed subject "Methodic principles of professional preparation of future physical education instructors for formation of modern youth's healthy life style by them" (state registration No. 0110U000020, dt. January 29th, 2010).

Purpose, tasks of the work, material and methods

The purpose of the work is analysis of data of up-to-date scientific literature on organization and content of HEE students' physical education.

Results of the research

For the first time strategy of culturologic education was determined by V.K. Balsevich, M.Ya. Vilianskiy, A.P. Matveyev. In 1992 L.I. Lubyshva formulated the concept of physical education as specific process of formation of a person's physical culture.

L.I. Lubyshva [15] developed and gave scientific foundation to concept of students' physical education. The essence of this concept implies the following statements. The purpose of physical culture at HEE is formation of student's physical culture as systemic and integral quality of a personality, as integral component of general culture of future specialist. The content of physical culture is in harmonious unity of three components: world vision, intellect and body. As per this concept, formation of student's physical culture shall include the following directions: breeding of body culture, intellectual, and social-psychological education.

In legislation of Ukraine about physical culture and sports, physical culture is represented in higher educational establishments as an academic discipline and rather important component of integral development of a personality. To the largest extent, physical culture realizes its educational and developing functions in purposeful pedagogic process of physical education [22].

On the base of state standards of higher professional education, HEEs determine the forms of physical culture training independently, considering the content of basic academic program of physical education.

The purpose of students' physical education must be formation of personality's physical culture. In conditions of students' free choice of activity and independent strategy of general culture's education the material of Program includes two interconnected components: compulsory, or basic, which ensures formation of person's physical culture foundations, and variable, which is grounded on the basic one and supplements it, and which considers individuality of every student, his motives, interests, demands. On this foundation formation of different by orientation and content optional courses, including the author's, integrating and other, is provided.

One of main tasks of physical education at HEE is breeding of habits of independent motion activity.

Practical training is the basis of physical education at HEE. For most of students, physical training classes are the main and often the only form of physical culture. Professional activity of physical education instructor is the last opportunity to influence on inadequate physical development, on low physical level and motion-coordination abilities of students in the frames of state educational system [15].

Prevailing of female contingent is a specific feature of pedagogical HEE. That is why, searching of new means and methods of physical culture training, which would facilitate rising of physical level and health of female students, is an urgent task.

The process of female students' training by all parts of physical education program stipulates comprehensive physical preparedness, optimal level of motion abilities' complex development. Successful solution of these tasks can be realized only with detail consideration of students' typological features, their initial physical level (endurance, strength, quickness, flexibility), technical preparedness and their interconnections [2]. For boys and girls instructors shall apply different methodic of physical education trainings.

Professor V.S. Farfel [19] notes in his works, that owing to reduction of motion activity of student's age girls, to some extent functions of motion analyzer also reduce. As per data of numerous researches in this age significant increase of body weight, mainly owing to not active adipose tissue. Increase of weight and comparatively insufficient motion activity of student's age girls result in reduction of their general preparedness [11].

Unlike man's organism, woman's organism has less strong bone system, less general development of body muscles, wider pelvic girdle and stronger muscles of pelvic floor. The difference in constitution shall be reflected in orientation of physical action.

S.A. Yagunova, L.M. Startseva [23] note that women manifest exclusive flexibility when carrying out different motions: high flexibility of all backbone sections, owing to wider than man's inter-vertebral fissures and better stretching and elasticity of connecting tissue, cartilages and joints; large angle of pelvic girdle and its high mobility; large amplitude hip joints' mobility, which depends on both: position of hip head and significant stretching characteristic of connecting system; mobility of symphysis pubis, that can preserved for long time due to presence of cartilage interlayer in this place.

Functioning of cardio-vascular, respiratory, nervous and other system also have a number of characteristic for woman's organism peculiarities. All these is reflected in longer period of organism's recreation after physical load and quicker losing of training state with stopping of physical trainings.

Functional capacities of blood circulation and respiratory systems of girls and women are much lower than of boys and men, that is why loads for girls and women shall be less by scope and increase during longer period of time.

V.I. Ilyinich [22] recommends to warm up girl students more carefully and for longer period of time; when carrying out power and quickness exercises "more gradually rise training load, more smoothly bring it to optimal level" than it is necessary at trainings of boy-students. For women's health development of prelum abdominale, back and pelvic floor muscles, is of great importance.

In the opinion of V.M. Mikhaleny [20] girl students' training shall be built in the following way: preparatory part includes specific elements of general development – execution of exercise, which are required for childbearing functions of woman, development of plastique and gracefulness; the main part includes exercises, which are common for all group, and independent execution of individual tasks during 15-20 minutes, considering both individual menstrual cycle and general regularities of organism and motion abilities of girl students as per phases of their ovulatory cycles.

Numerous researches, which were carried out in different regions of Ukraine, confirm that most of girls, who enter HEEs, have low physical and health levels as well as weak interest to physical culture and sports activity [1, 3, 6, 8, 16]. This, naturally, influences on girl students' attitude to discipline "Physical education". As per medical examinations' results, which were conducted in Kyiv university, named after Borys Grinchenko and in Chernigiv national pedagogical university, named after T.G. Shevchenko (2005-2008) 46% of students have different spine curvatures and posture cartilages abnormalities, with it 80% of them are girls.

Many diseases of adult age origin from mother's womb, that is why, the health of nation, to large extent, depends on the health of to-day's girls. As far as in 1891, on the pages of magazine "Bulletin of education", doctor Clement Dukes attracted attention to the fact that "parents and teachers shall understand the truth and, at the same time, accept as their task inspiration of every girl that she is morally obliged to desire to be physically sound and healthy, energetic and graceful and naturally (not artificially) slender and nice-looking". And it is absolutely clear that for such perfection of body undoubtedly physical exercises are required [8].

Every woman wishes to be healthy and beautiful. But health and beauty are not the gift of nature, they are usually result of long-term work on perfection of own organism. With it, strengthening of health is impossible without motions,

which shall be oriented on activation of internals' functioning and development of human supporting motor system [17, 18]. In the same way, beauty means not only perfect external form of woman's body, but it requires high coordination plasticity, and gracefulness of movements. In our opinion, the task of physical education instructor is to teach girls to freely and gracefully move their bodies and execute all movements as purposeful as possible, to help in formation of correct posture, beautiful step and expressive movements.

In all publications of the end of 19th century, which were devoted to physical education of women, there is a certain provision about the fact that physical exercises must be carried out not to the prejudice of femininity [8]. Traditionally, curriculums of girls' educational establishments included dances and at the beginning of 20th century they were supplemented by gymnastics. It was noted that physical education of women shall differ from physical education of men. Training girls, Rosalia Reber [9] put on the first place team competitive game as one of the best means of character's development, training of physical abilities and skills. Rhythmic exercises were offered as a supplement or correction means, as far as in them woman find a response to her instinctive desire of smoothness, beauty and grace.

Chempetiet de Ribe, senior instructor of gymnastics in Sweden gymnastic college, in his book "ABC of physical education of women" wrote that physical education of girls and women shall consist of natural movements, which, first of all, permit to "freely breathe", and compensatory movements, which correct abnormalities, caused by conditions of modern civilized life (including constitution abnormalities, especially of posture). Rhythmic movements shall be related to correcting and natural movements, with understanding of their aesthetic value.

In the works by V.V. Gorinevskiy, great attention is paid to women's gymnastics and especially motor functions. He says that "we have no foundations to change motor functions, intrinsic to women", and that "in carrying out physical culture exercises by women sufficient place shall be given to smooth and circular movements". V.V. Gorinevskiy wrote [21] that for most of women it is necessary to provide opportunity to manifest their temper and it is possible thorough dance; if women are not sufficiently prepared for this then elements of dances (dance steps, gymnastic dances) shall be trained even at the beginning stages of physical training.

In the opinion of many scientists involving of women in physical activity and sports is much more difficult than in any other activity. Women prefer physical activity, considering its comprehensive influence on organism and way of life. Though, only certain kinds of physical activity are regarded by them as sex-identical and are compatible with their images of femininity, woman's body and figure [4].

Known Polish researcher of physical education and sports problems V. Starosta carried out questioning of students of two physical education colleges in Poland. Most of the tested thought that there are kinds of sports, which must not be practiced by women and more over by girls. Their idea they grounded by their care of women, thinking that practicing of men's kinds of sports can influence negatively on woman's and especially on girl's organism, result in losing of slenderness and femininity. Femininity is specially cared by women of age up to 25 years old (94.2%). Then, with years, women's care of femininity reduces [12].

Specialists in the field of physical education attract attention to complications in effective fulfillment of exercises for development of motion skills, which appear at training of girls and women. One of the reasons of it, is, as it is considered, the absence of emotional acceptance of loads owing to their monotony or durable repetitions [1].

T.A. Yurimiae with group of scientists offer to consider comprehensive training with accent on increasing of aerobic workability and normalization of body weight as leading aspect in girl students' physical training [13].

In the opinion of I.M. Okka [10], with planning of complexes it is necessary to consider quick response of woman's organism to physical load, especially responses of psychic and posture. He recommends application of complexes of gymnastic exercises under accompaniment of finished musical composition.

O.I. Panin [16] thinks that activation of girl students' physical education's process is possible only with the help of more effective and rational methods, coming from conditions of state program for HEE and available material base. He points at the necessity to completely use first of all methodic techniques in the frame of compulsory academic hours of HEE program, The main task in solution of the problem of HEE girl students' physical education' improvement is not the form (if they will specialize in a certain kind of sports or not) but it is more effective method.

As a results of analysis of materials' on the problem of students' physical level and physical preparedness determination scientists [6] worked out the following recommendations for improvement of girl-students' physical education process:

- pay special attention to senior girl-students;
- recommend the girls exercises for strength development and to less extent exercises for quickness and power quickness abilities. Considering specificity of power tests for girls, power exercises shall be mostly oriented on development of prelum abdominale muscles. In order to achieve simultaneous development of strength, quickness and power-quickness abilities, it seems to be optimal to use programs of fitness, aerobics and allied kinds of sports, which are popular among young women.

Aesthetic education is an integral component of comprehensive harmonious development of modern person, who is able to master cultural values, built life by the lows of beauty. That is why it must be a compulsory component of girl-students physical education. Aesthetic perception of surrounding phenomena is characterized by its reflection in emotional-feeling sphere. Physical culture provides large opportunities for aesthetics.

Taking care of aesthetic education at HEEs, some instructors use light, rhythmic, sometimes classic music, in warming up part and for fulfillment of training exercises.

Experience of instructors, who, in the course of physical exercises' fulfillment, characterize their aesthetic beauty, plasticity and harmony of body's beauty development in the process of physical training, is rather effective in the sense of including aesthetic education tasks into physical culture [18].

Age of 17-30 years old is a period of prosperity of a person's motor function that is witnessed by the results, which are showed by sportsmen in different kinds of sports. Good health and high engagement of people (including studying at higher educational establishments) is also characteristic for this age. It results in the fact that many of people of this age do not understand their demands in regular physical trainings for preservation and maintenance of their motion activity.

The main task of physical culture instructor is explanation, convincing of girl-student of the idea that motion activity is the best method of prevention from diseases. Motion activity is the main factor of such convincing [20].

With building of training process, selecting of means and methods it is necessary to consider girl-students' motivation for trainings.

Summary

Thus, analysis of special literature showed that in the process of girl-students' physical education, specialists recommend to apply differentiated approach. At training of girls it is necessary to use specific means and methods, which are different from those that are used at training of boys; it is necessary to consider physiological demands of women's organism. Physical training shall be oriented on development of strength and coordination abilities, increasing of aerobic workability and normalization of body weight; for this purpose it is recommended to apply, as one of the variants, complexes with current system of exercises' combination under accompaniment of musical composition. For emotional perception of loads, formation of motivation for independent trainings it is recommended to use most popular among youth modern health-improving programs in the process of girl-students' physical education. However, among scientific researches and works we did not find recommendations on purposeful development and improvement of coordination abilities of girl-students in the process of their academic physical education, as one of the most important directions of formation of body culture.

The prospects of further researches in this direction. It is stipulated that on the base of experimental data new ways of coordination's and coordination abilities development will be offered in the sphere of HEEs students' physical education.

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