

**METHODOLOGY BRIEFING STUDENTS IN THE SAFETY ON PHYSICAL EDUCATION IN THE GYM**

Mukhamediarov N. N.

Crimean Engineering-Pedagogical University

**Annotation.** *Purpose:* to determine the effective components of the methodology of coaching students on safety on physical education in the gym. *Material:* in the experiment involved 90 students aged 17-18 years. *Results:* the method of forming responsible attitude to the basics of safety during physical training in the gym. Developed special funds: lectures, seminars, analysis of articles, diagnostic interviews, questionnaires, analysis of log data of attendance, log injuries. The criteria of formation responsible attitude to physical training. The results of the implementation methodology. *Conclusions:* proposed method recommend to instruct students on safety. Use the means of forming a responsible attitude to safety during physical training in the gym that will help reduce injuries and improve quality of the physical training at the university.

**Keywords:** health, personality, safety, technique, tools.

**Introduction**

As on to day traumatism is one of the most important pedagogic and medical-social problems for most of countries in the world. In economically developed countries traumas take third place among reasons of population's mortality.

Solution of traumatism's problem in theoretical-methodic aspect is elucidated in works of the following scientists: V.K. Velitchenko ("Physical culture without traumas" describes main reasons of traumatism and recommendations on safety measures); V.F. Baskirov ("Prophylaxis of sportsmen's traumas" analyzes complex of reasons of traumatism and offers methods of prophylaxis); N. Smauglov, who marks out kinds of traumatism: transport, industrial and sport; also he determines increasing of risks of traumatism during physical trainings [1, 3, 14].

Substantial contribution in prophylaxis of traumas were made by Regulations on safety measures during physical culture and sports trainings at comprehensive educational establishments, approved by Order of Ministry of education and science of Ukraine No. 521, dt. June 1<sup>st</sup>, 2010, registered at Ministry of Justice of Ukraine, No. 651/1794, dt. August 9<sup>th</sup>, 2010.

The problem of safety measures during physical culture trainings is a complex one and requires separate, more specific studying concerning development of effective methodic of safety measures' instruction. The present research is fulfilled within frames of topic "Theoretical principles and methodic conditions of physical and mental potential's development of students" )approved by scientific council PBH3 KIIV minutes № 6 dt. January 28<sup>th</sup>, 2013)

**Purpose, tasks of the work, material and methods**

*The purpose of the work* id to determine effective components of safety measures at physical culture trainings at fitness center instruction methodic for students.

*The tasks:* to mark out criteria of effectiveness of the offered methodic; to analyze results of implementation.

*Material and methods:* in experiment 90 first year students of 17-18 years old age participated. These students were from Republic higher educational establishment "Crimea engineering-pedagogic university"> In experiment pedagogic and diagnostic methods were used: conviction, explanation, instruction, accustoming, pedagogic demands, observations and other.

**Results of the research**

In conditions of physical culture trainings at fitness center risk of traumatism is rather high. This fact is stressed by scientists V. Muravyov, N. Sozinova, N. Petrenko. A. Nilolchenko and other [10,11]. Formation of demand in appropriate attitude to health, to safety regulations is stimulation of youth to action, oriented on strengthening and preservation of healthy self-feeling [3]. Let us analyze the reasons of traumatism during physical culture trainings at fitness center: technical reasons – imperfectness of simulators' technical parameters, construction defects; insufficient level of mechanization, imperfectness of auxiliary devices; organizational reasons – breaching of operation regulations of simulators; insufficient organization of safety; breaching of technological rules; hygienic reasons – insufficient or irrational illumination; increased level of noise, contamination and etc; personal (psycho-physiological) reasons – irresponsible attitude to safety measures, violation of discipline and regulations of training at fitness center, which result in physical and nervous overloads, traumatism [11, 14]. Our practical experience permits to state that personal factors are the most spread reasons of traumatism and overtiredness at fitness center. And that is why irresponsible attitude of both subjects of training process, physical culture instructors and students, to safety measures' instruction results in negative after effects. That is why we developed and implemented methodic of of students' safety measures instruction at physical culture trainings at fitness center.

Table 1.

*Methodic of students' safety measures instruction at physical culture trainings at fitness center*

Nos.	Components of methodic	Means	Methods
1	Motivation	Talks, discussions	Talking, explanation, encouragement, punishment
2	Fascinating	Situational examples, vivid video-material	Suggestion, personal example
3	Informational	Lectures, analysis of articles and normative documents	Convincing, explanation, instruction
4	Procedural-organizational	Exercise from health related methodic	Accustoming, pedagogic demands, observations
5	Control	Questioning, analysis of journals, attendance of trainings and registration of traumas	Consolidation of skills, control

Motivational component envisages motivation [2, 4, 7] of students for mastering of safety measures' knowledge and understanding by them of significance of following safety measures for preservation their own health.

Fascinating component includes a number of means, which accelerate understanding of safety regulations' following for preservation of health. Fascinating is increasing of effectiveness of material, which is perceived through application of background influences. The most often fascinating is used for creation of appropriate spectators' (listeners') emotional state [4]. Against fascinating background information is perceived much more effectively. In implementation of the methodic we used the following methods: situational examples, vivid video-material, which was translated as background during instruction.

For implementation of informative component we organized instruction for familiarizing with normative documents on safety regulation during physical trainings at fitness center. Instruction on safety measures facilitates not only reducing of traumatism but also forms responsible attitude to physical culture trainings and preservation of own health in general. Instructions were conducted systemically and purposefully.

Procedural stage stipulates conducting of trainings in fitness center with following safety measures. We used the following methods: accustoming, pedagogic demands, observations. Implementation of control component of the methodic permitted to analyze and correct results of implementation of methodic of students' safety measures instruction at physical culture trainings at fitness center.

Criteria of effectiveness of the offered methodic are as following: theoretical – students have knowledge of safety regulations at physical culture trainings at fitness center; practical – they follow safety regulations.

At stating stage of experiment we solved the following tasks: studying of formation of responsible attitude to safety regulations; analysis of effectiveness of traditional methods of instructions on safety measures at physical culture trainings at fitness center. 124 students took part in stating stage of experiment. The data of stating experiment witness about middle and low levels of formation of responsible attitude to safety regulations. It is explained by, mainly, firm motivation for studying of normative documents on safety measures. There is no special methodic for instruction on safety measures with motivational and fascinating components.

At formation stage of experiment we implemented methodic of students' instruction on safety measures at physical culture trainings at fitness center. We formed two groups: experimental (45 students) and control (45 students).

Final stage of the research was generalization of current and summarizing data of diagnostic methodic (analysis of attendance, analysis of traumatism's register, analysis of questioning and observation results), which reflect dynamic of changes of formation levels of responsible attitude to safety measures at physical culture trainings at fitness center.

Table 2

*Comparative table of formation levels of responsible attitude in two groups before and after experiment in %.*

Levels of formation	Before experiment		After experiment		Increment of formation levels in % (mean value)	
	C	E	C	E	C	E
High	2.5	2.6	2.8	49.8	0.3	47.2
Middle	64.9	62.5	66.3	38.6	0.8	23.9
Low	32.6	34.9	30.9	11.6	-1.7	-23.3

**Conclusions:**

Results of the research prove that methodic of students' instruction on safety measures at physical culture trainings at fitness center, is effective and necessary condition for preservation of health.

*Further researches imply:* the offered methodic can be implemented at higher educational establishments, however they require additional development of fascinating means for formation of responsible attitude to safety measures at physical culture trainings.

### References:

- 1 Bashkirov V. F. *Profilaktika travm u shkol'nikov* [Injury prevention among schoolchildren], Moscow, 1987, 109 p.
- 2 Bezverkhnia G.V., Gonchar G.I. *Fiziceskoe vospitanie studentov* [Physical Education of Students], 2012, vol.1, pp. 18-23.
- 3 Velitchenko V.K. *Fizkul'tura bez travm* [Training without injury], Moscow, Knowledge, 1993, 128 p.
- 4 Il'in E.P. *Motivaciia i motivy* [Motivation and motives], Sankt Petersburg, Peter, 2003, 508 p.
- 5 Ilyin E.P. *Motivacija i motivu* [Motivation and motives]. Saint Petersburg, Peter, 2003. 508 p.
- 6 Kamaev O.I., Kamaeva E.K. *Fiziceskoe vospitanie studentov tvorceskih special'nostej* [Physical Education of the Students of Creative Profession], 2010, vol.4, pp. 37-39.
- 7 Kononenko T.P. *Fiziceskoe vospitanie studentov tvorceskih special'nostej* [Physical Education of the Students of Creative Profession], 2008, vol. 1, pp. 86-92.
- 8 Klimova V.K. *Organism Cheloveka kak edynaya samorazvyvayuschayasya and samorehulyruyuschayasya byolohycheskaya sistema*. [The human body as a single self-sustaining and self-regulating biological system], Belgorod BelGTASM, 1998. pp. 5-12.
- 9 Moskalenko N.V., Kovtun A.A. *Fiziceskoe vospitanie studentov* [Physical Education of Students], 2012, vol. 3, pp. 83-86.
- 10 Muravjev V.A, Sozinova N.A. *Tehnika bezopasnosti na urokah fizicheskoy kulturu* [Safety on physical training lessons], Moscow, 2001, 96 p.
- 11 Petrenko N. Nikolchev A. *Fiziceskoe vospitanie studentov tvorceskih special'nostej* [Physical Education of the Students of Creative Profession], 2009, vol. 1. pp. 123-129.
- 12 Platonov V.N. *Sportivnaia medicina* [Sports Medicine], 2006, vol.2, pp. 3-14.
- 13 Nikiforov G.S. *Psihologiya zdorov'ya* [Psychology of Health], Sankt Petersburg, Peter, 2003, 607 p.
- 14 Smagulov N.K., Kozhevnikova N.G. *Vestnik KarGU* [Bulletin of the KerSU], 2001, vol.3(2), pp. 97-102.
- 15 Holodov G.K. Kuznecov V.S. *Teorija fizicheskogo vospitanija i sporta* [Theory of Physical Education and Sport], Moscow, Academy, 2000, 480 p.
- 16 Khouli E. *Ozdorovitel'nyj fitness* [Wellness and fitness], Kiev, Olympic Literature, 2000, 368 p.
- 17 *Health and Health Behaviour among Young People*. WHO Policy Series: Health policy for children and adolescents Issue 1. International Report. Editor C.Currie, K.Hurrelmann, W.Settertobulte, R.Smith, J.Todd. Copenhagen: World Health Organization Regional Office for Europe, 2000, 132 p.
- 18 Gebbie K.M., Meier B.M., Bakken S., Carrasquillo O., Formicola A., Aboelela S.W., Glied S., Larson E. Training for Interdisciplinary Health Research: Defining the Required Competencies. *Journal of Allied Health, Summer*. 2008, vol.37(2), pp. 65-70.
- 19 Naul R. *Concepts of Physical Education in Europe*. Hardman, K. (ed.) Physical Education: Deconstruction and Reconstruction - Issues and Directions. Schorndorf: Hofmann. 2003, pp. 35-52.
- 20 Whitehead M. *Counting the human costs: opportunities for and barriers to promoting health*. Economic change, social welfare and health in Europe. WHO, Copenhagen. 1994, pp. 59-75.

---

**Information about the author:**

**Muhamediarov N.N.:** ORCID: 0000-0003-4319-1516; csepu@gala.net; Crimean Engineering-Pedagogical University; Educational str., 8, Simferopol', 95015, Ukraine

---

**Cite this article as:** Mukhamediarov N. N. Methodology briefing students in the safety on physical education in the gym. *Pedagogics, psychology, medical-biological problems of physical training and sports*, 201, vol.1, pp. 42-45. doi:10.6084/m9.figshare.894389

The electronic version of this article is the complete one and can be found online at: <http://www.sportpedagogy.org.ua/html/arhive-e.html>

This is an Open Access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited (<http://creativecommons.org/licenses/by/3.0/deed.en>).

---

Received: 27.02.2013

Published: 28.12.2013