

conspectus for every lesson with the reflection of compulsory elements: a purpose, tasks for pupils, visual means which will be used on a lesson; an organization of books exhibitions, readers' conferences, pupils' dramatization of selected literary fragments of the works they have read. It is marked that the proper organization of corrective-developed educational and training process on the lessons of literature with this category of schoolchildren is possible on condition of taking into account the positions offered by a methodologist in relation to upbringing pupils' interest in reading of both artistic and scientifically-cognitive literature, use on the lessons of various forms of work that will assist not only mastering content of reading material and realization of its essence by pupils, but also optimize their upbringing as active readers. Various forms, kinds, methods and techniques of work on reading and speech development with the aim of stimulating speech of pupils and their intellectual activity, offered by V.P. Liubchenko, is analysed (such as a talk about reading, a final talk, various types of reading: group, selective, choral, paired; time of stories, reading aloud and silent reading, content rendering, creative narrations), which are necessary to use with mentally retarded pupils of different age category on the lessons of class and outside reading. The author draws a teacher's attention to the obligatory organization of the excursions with the aim of pupils' perception correction, verbal coherent speech, enriching of vocabulary and refining knowledge about surrounding reality. The expediency of using on the lessons of literature the author's methodical ideas aimed at forming and correction of a reader's activity for mentally retarded schoolchildren and forming them as active readers was proved.

Key words: *V.P. Liubchenko, mentally retarded pupils, correction, reading lesson, outside reading, literature lesson, speech, reader's activity, forms of work, analysis of work.*

УДК 373.2.091.33

Natalia Pakhalchuk

Vinnitsia State Pedagogical University
named after Mykhaylo Kotsiubynsky
ORCID ID 0000-0001-7098-3821

PEDAGOGICAL CONDITIONS OF ACTIVATION OF CHILDREN'S MOTIONAL ACTIVITY

The article deals with features of organization of children's motional activity in the system of sport and recreational activities in kindergarten based on specified pedagogical conditions. In order to determine the levels of preschoolers' motional activity the following levels were clarified: motivational, theoretical and practical, activation criteria, and observation and survey were used, methods of playing testing by Mykola Yefymenko, practical tasks of creative direction. Results of the study found out the prevalence of medium and low levels of children's motional activity.

In order to increase the level of motional activity, it was suggested to use physical and cultural playing trips, to realize generally developing exercises using unconventional equipment on a certain musical motif, with different rhythm and tempo, with different starting positions etc. (a pedagogical condition – to increase preschoolers' interest to carry out physical exercises); technology of implementation of sport and recreational activities by Liubomyr Beiba, elements of gymnastics by Bothmer (exercise «Sun, air and water», «Rain» and others) etc. (a pedagogical condition – to use sport and recreation technology in the process of work with preschool children); conduction of consultations, briefings, workshops, «round tables», oral magazines, distribution of information materials, realization of funny starts, sportive brain-rings, festivals of folk games, sportive events and entertainments,

tourist trips (a pedagogical condition – to ensure cooperation between kindergarten and family in order to form preschoolers' motional experience).

The article deals with the main strategic direction of world and national education system development, solving the problem of preservation and enhancement of health, technologizing of this process, as the volume of cognitive information is constantly increasing because of the growing degree of mental load in the mode of a child's day.

We find prospects for further investigations in the development of methodological guidelines regarding the use of recreational kinds of Bothmer's gymnastics in the process of work with preschool children.

Key words: *sport and recreational technologies, preschool children, interaction with family, interest in physical exercises.*

Introduction. One of priority directions of improvement of the modern theory and practice of physical training in preschool educational establishment is the search for new forms, methods and techniques of children's physical education. Democratic processes in the country require rational transformation of modern education, in particular its preschool level, which is considered to be the basis of socio-cultural formation of a personality. The main purpose of preschool education is not so much a child acquisition with the system of a particular branch of knowledge but a mastery of the science of life, where a priority direction is his physical education. The process of physical education provides us with great opportunities for realization of moral, intellectual, aesthetic and labour education. When trainings with physical exercises are properly organized, some favourable conditions for education of positive character traits and ethical qualities, display of volitional qualities are created. Physical movements are basic and specific means of physical culture and physical education of the growing person.

Analysis of relevant research. Nowadays active searches for ways to enhance the level of motional activity of preschool children are carried out in Ukraine. Among the innovative technologies and methods of physical education the next are distinguished: theatre of physical recovery of children of preschool and early school age, fabulous gymnastics (M. Yefymenko), school of smart movement: physical education program in the system of «Preschool education – Primary school» (O. Aksionova), plastic-show- classic (M. Yefymenko, Y. Boiko); methods of «motional intellect» (O. Aksionova, N. Denysenko, O. Myroniuk, S. Tsyba); creation of healthy-preserving environment in preschool education institution (O. Bohinich, N. Levinets); organization of preschoolers' motional mode (N. Denysenko, E. Vilchkovskyi); technology of interaction between preschool educational establishments and families «To the health of children through adult education» (T. Andriushchenko, L. Lohvitska); methods of use of elements of hatha yoga (L. Svarkovska, O. Yershova) and others. Thus, scientists [2, 14] rightly point out that to the motives of activation of children's motional activity we may refer: an innate need for motional activity; interest in an interesting and accessible content; opportunity to assert in that what is performed in the best way on their

own (self-realization), interest in everything mysterious, new: it may be a new exercise, interesting tools, a dreamlike plot, new equipment etc.

Aim of the study is the presentation of examples of realization of pedagogical conditions which increase preschoolers' motional activity.

Research methods. In order to determine the level of older preschoolers' motional activity (Preschool educational establishments № 27, № 30 and others, Vinnytsia), we have selected the criteria and indicators of children's motional activity: motivational (presence of interest in physical exercises, identifying a desire to be engaged in sport and recreational activities), theoretical and practical (possession of basic knowledge in the field of physical culture, identifying the level of development of physical qualities), activation (ability to perform motional actions according to the program of education of preschool children, ability to interpret the proposed exercises in a creative way). We used observation, survey, methods of playing testing by Mykola Yefymenko, implementation of creative tasks by preschool children.

As a result, after diagnostic examination for three criteria, three activity levels of older preschool children were noticed. Low level (47.36 % of respondents) predominates in children, who have situational interest in classes of sport and recreational activities, preschoolers do not possess knowledge and skills, cannot rationally approach to solving the game challenges and cooperate in teams, they are characterized with low physical preparation. Intermediate level (35 %) prevails in children that show an interest in the organization of implementation of sport and recreational activities; insufficient level of basic knowledge within the program, and practical abilities and skills to implement them. Children understand the importance of sport and recreational activities for the organism and confidently and purposefully carry out the tasks which are determined for them. High level (17.64 % of respondents) predominates in children that show an increased level of interest in sport and recreation activities, high motivation for physical training, children possess basic theoretical knowledge in the field of physical culture and physical education at a high level, capable of creative interpretation of certain tasks. Conducted researches give reason to conclude that the insufficient level of activity of children in sport and recreation activities that require changes in the process of its organization.

Results. Based on the analysis of literary sources [2; 3; 6; 8; 10] and our own research, we defined pedagogical conditions which increase children's motional activity in the system of sport and recreational work in preschool educational establishments.

1. Increasing interest of preschool children in doing physical exercises. Playing activity develops child's organism in the best way, captivates the emotional state of a child, develops creative abilities, stimulates child's thinking, imagination, influence the organism in a recreational way and promotes a positive attitude of preschoolers' to physical education. Therefore, as H. Tarasenko

considers, maximum use of energy of self-creation of the child's personality involves a creatively activation approach, when a teacher only guides the child to self-solving of a problem. Environmental friendliness of this approach is caused by the rejection of the power imposition of adults towards a child in making the appropriate decisions, and by creativity and variability of selection of interesting forms of activity [9, 5]. The basis for the full harmonious development of the child is his/her physical education and general improvement. Specially organized sport and recreational activities of preschool educational establishments can fully promote the formation and development of a creative personality through creation of creative developmental environment.

There should be conducted some physical playing trips with children, such as «Trip to the island Football-Land», «The tourist hiking paths», «Great physical training journey», «By the roads of Cossacks' victory», «In Search of health», «Journey to the country of Olympic», «In the city of magic gymnasts», «Regatta Athletic interestingness», «Tournament of athletes», «Physical and recreational rally», «Music and motor Wimbledon», «Sportive trip to the healthy waterfall», «Journey to Wonderland of strongmen», «Journey by dance and game planets», «Ranged slalom», «Rally «Cossack's fun» and others. Also there should be used generally developing exercises for preschool children with the use of unconventional equipment on a certain musical motif, with different rhythm and tempo, with different starting positions. In order to increase their effectiveness physical exercises should be done together in a column and rank, in pairs and in the circle.

It is also important in the process of sport and recreational activities to intensify aesthetic experience of preschoolers. We believe that the aesthetic experience of the child is an integral component of the aesthetic activity, which accumulates the most significant spiritual and practical aspects of interaction of children with the surrounding world and reflects the personal deterministic system of their attitudes to the world. Thus, we give an example of one of the aesthetic and educational techniques of «beauty of physical culture». Stages of organization of educational interaction with the children (for example, physical exercise – jump) are defined.

Stage 1. Indirect representation of the type of physical exercise (a riddle, poem with missing words etc.) introduction in a fantastic situation. Presentation of interesting information related to the proposed type of physical exercises.

Stage 2. Revising the technique of the exercise.

Stage 3. Exercise «Rays of the sun»: selection of metaphors, comparisons, positive association of the chosen exercise. The answer for the question: How does a bunny or a deer jump? Can a bear or a snake jump? etc. Presentation of the art materials to enhance observation and attention (poems, riddles, songs, music etc.).

Stage 4. Thoughts on theme: «What would happen if there were no jumps?».

Stage 5. Creation of quatrains (a poem, which consists of four lines) about the selected type of physical exercises. Children are offered three written lines

Stage 6. Selection of artistic and creative tasks to reinforce the gained impressions (e.g. performance of plastic etude with musical accompaniment and «sad» or «cheerful», «quiet» or «loud» jump).

Working with children, there can be used creative tasks like: to imagine that objects, balls, gymnastic stick, a skipping rope, mat etc may become (task of «transformation»); to imagine that objects in gym can talk about (task of «conversation») and others.

2. *The use of sport and recreational technology in the process of work with preschool children.* In modern conditions of development of preschool education a process of innovations application becomes more widespread in all spheres of preschool education. In this context, gymnastics as a system of specially selected physical exercises has the power to solve challenges of educational and recreational nature. Let us consider the sports and recreational technologies that can be used in work with children of preschool age. Thus, playing technology of organization of sport and recreational activities of children by Liubomyr Beiba [1] includes improvisation, fantasy and implementation of creative tasks with gymnastic sticks, hoops, balls, ropes, etc., with the help of children lay out various geometric shapes, animate and inanimate objects of the world (pic. 1). Preschoolers can also create scenes for movable games and poems.



Pic. 1. Construction of sport equipment by Liubomyr Beiba.

Technology of playing learning is based on the principle of the child's activity, it is characterized by a high level of motivation and it is determined by the natural need of children. Game for preschoolers is a leading activity, because it gives tremendous opportunities to organize a complex of sports and recreational activities of children.

The aim of technology by L. Beiba is the creation of favourable conditions for increasing children's physical activity, self-reliance, the arbitrariness in the practical experimentation; improvement of ability to use the gained submission for further practical expansion of the personal experience; provision with space for the realization of positive intentions. Expected results in the use of technology are: a child, based on her knowledge and skills creates outlines of objects, plants and animals on his/her own; can collectively create a plot; improvise, fantasize, perform creative tasks.

Gymnastics by Bothmer also helps meaningful interaction with the body. It is named after its creator – Earl Fritz von Bothmer (1883–1941), a teacher of physical education at the first Waldorf school. Elements of Bothmer's gymnastics can be used in the work with older preschool children in the form of generally developing exercises with objects or without them; round dance as the only event in rhythmic accompaniment. Bothmer's gymnastics as «spatial dynamics» is designed to strengthen physical and mental balance of a person, helps to explore the relationship between the body and its position in space. Bothmer's classes are based mainly on breathing rhythm and promote deeper calm breathing [4].

Working with children, there can be performed «rhythmic battles». I. Roen emphasized that «every bodily movement should come from the rhythm, whether it's movement of the working or gymnastic kind – it should be born out of a sense and feeling filled in the soul, in order not to fall into the one-sidedness of the purely physical nature of the motion» [4, 21]. Here is an example of rhythmic exercises without items «Sun, air and water» (our title). Starting position – hands down, feet at shoulder width. The first exercise.

1. 1-8 – eight claps, gradually moving from the position of the «hands down» – «hands in front of you» – «hands up». 2. 1 – click with the help of thumb and middle finger of the right hand on the right plane; 2 – click with the help of thumb and middle finger of his left hand on the left plane; 3 – put the palm of the right hand on the left shoulder; 4 – put the palm of the left hand on the right shoulder; 5 – put the palm of the right hand on the right thigh; 6 – put the palm of the left hand on the left thigh; 7 – stamp the right foot. 8 – pause. 3–4. Repeat the first and the second exercises. 5. 1 – stamp the right foot; 2 – slap the left hand in the left thigh; 3–4 – repeat 1–2; 5–8 – four claps in hands. 6. Repeat the fifth exercise.

Philosophical meaning: the ratio of your body rhythms with the rhythms of nature. The rhythm of exercise is supplemented with a pause, which makes it possible to hold the attention, contributes to the conscious implementation of movements. Rhythmic battles can be done individually, in pairs, etc.

Exercise «Rain». Aim: to bring up a sense of rhythm, improve skill jumping in place, extend observation to the sounds of nature. Content: starting position: feet together, hands down. The first exercise: 1 – jump in a wide stance, hand in hand; 2–3 – jump in the closed stance, hands down. Repeat 2 times. The second

exercise: 1 – jump in a wide stance, hands at sides; 2 – jump in the closed stance, hands up with palms forward; 3 – repeat jump in a position closed stance, hands up with palms forward. Repeat 2 times. The third exercise: as well as the first exercise. Repeat 2 times. Features of performance: Bothmer's gymnastics is focused on the rhythms of the human pulse and breathing, that is why a significant portion of exercises is performed with a certain rhythmic pattern, which can be written as musical beats; after presentation the exercise by a teacher (physical education instructor), there is comparison of jumps with the sounds of nature (rain drops, noise of waves, etc.); after presentation of jumps there should be change from jumps into going in place.

Exercise «Dome». Aim: to bring the body to a relatively quiet state; formation of a sense of unity with others. Content: starting position: legs apart, hands down. 1 – raise your hands to the sides with palms down (inhale); 2 – turn hands with palms up and lift them up (exhale); 3 – turn right while diverting arms to the sides with palms up (inhale); 4 – to stand straight, hands up (exhale); 5–6 – to repeat the movements under 3–4 in the other direction; 7 – hands down sideways with palms up (inhale); 8 – legs apart, hands down (exhale). Repeat 2 times. Features of performance: all movements in the exercise should be done slowly and smoothly; the exercise should be conducted in the final part of physical training; on the first stage of training of motional action a method of «imaginative perception of motional action» can be offered to children. Here is a possible variant of explanation of the exercise: imagine that we are standing among the variety of enchanting flowers, trees (teacher takes a starting position); we can see all the beauty around and absorb fragrance of nature (count in the exercise – 1, 2); we are grateful to nature for such beauty and want to share the good that we have (count in the exercise – 2, 3) and others. You can also encourage children for fantasizing and inventing their own stories on the theme of «I am a piece of nature».

3. Ensuring cooperation between kindergarten and family in order to form motional experience of preschool children.

Here are some examples of appropriate forms of interaction between teachers and parents. Thus, the consultations are held individually or for a group of parents. The approximate themes for consultations are: «The use of innovative technologies in teaching of motional actions»; «Features of teaching children to do physical exercises»; «A creative approach to the formation of motor skills during fixing motor actions»; «Formation of motor-creative skills of preschool children in the system of physical education»; «Waterfall recreational minutes: educational and gaming complex for independent playing activity of children»; «Musical and motional upbringing of children» and so on.

At practical seminars they talk about the ways and methods of activation of motor activity of children and show examples of implementation of complex physical exercises. Here are the approximate themes of practical seminars:

«Rhythmic exercises of Bothmer's gymnastics for children», «Cheerful morning gymnastics», «Family fitness moments and pauses», «Gymnastics of the brain in the process of work with preschool children», «Proper breathing – the guarantee of a healthy child», «Outdoor games of educational orientation».

The participants of the discussion of «round table» are parents, an educator and a methodologist, a psychologist, teachers of groups, physical training instructors and other specialists. Themes of meetings could include: «Means of physical training of children from tradition to innovation», «How to determine the optimal motor activity for preschool children?», «Is it necessary to shape endurance of preschool children», «Hardening of children: the need for organism or society?» etc. In the process of work there should be used the following methods: raising of controversial issues, analysis of teaching situations, information prepared by specialists of specific problems, exchange experiences of parents, specialists' answers on their questions.

Oral magazines consist of 3–6 pages, lasting from 5 to 10 minutes. Each page of the magazine is a verbal message that can be illustrated with the help of didactic manuals, audio and video recordings, exhibitions of products, pictures, books. This form of work can be carried out regularly on certain topics. Here are some examples of category of the journal «Physical culture – hurray»: «Family reading», «Physical culture in pictures», «Breathing humorous poems», «Do you know that ...», «Do it on your own «Gymnastic corner at home», «Physical culture in riddles, poems, fairy tales and paintings» etc.

Dissemination of information materials is also an effective form of interaction between parents and kindergarten. For example, parents can gain cards with indicators of physical development of children by age groups or they can be offered with visual material for games and exercises aimed at forming motor characteristics. Topics of informational materials: «Safety in motion», «Raising of motor characteristics», «Activity of a child in a limited space of apartment», «Complex of generally developing exercises for the whole family», «Items (ball, gymnastic stick, hoop etc.) in the service of the queen of Physical Education», «Features of fitball-gymnastics», «Step-platform at home» and so on.

During the briefing (meetings) they briefly reveal content of actual questions for parents like: «Yoga for children», «Finger gymnastics for feet», «Traditional means of physical education of children», «Raising of physically healthy children by natural means of hardening», «Physical upbringing of children in different countries of the world», «The relationship of aesthetic and sport and recreational activities in family» and others. Pedagogically justified means of exchanging experiences of family education are parental conferences. Themes: «Physical culture in the open air», «Children's tourism», «Athletic equipment on your own», «Find time for your health», «Together towards a healthy future», «Physical culture, fairy tale, game» (the experience of physical education of teachers-innovators) and others.

Features of a library of special literature are timely exchange, selection of appropriate books, periodicals, professional publications, drafting abstracts, novelties, creation of thematic exhibitions such as «Physical training fairy tale by Mykola Yefymenko», «Physical training therapy in the process of work with children», «Interaction of physical and mental activity of kids», «Folklore in physical education classes», «Creative motional exercises» etc.

Conducting of common sport and recreational activities: funny starts («We are a sportive family», «Physical training trip», «One – for all and all – for one» etc.); days of health, sports brain-rings («We are in the sport like a fish in water» (safety in physical education), «Sport games», «Famous sportsmen», «I want to know everything» and others); festivals of folk games, fitness events and entertainments («Sun, air and water – are our best friends», «Olympians are among us», «Robinson», «A merry-go-round of health» etc.), tourist trips of the weekend («For clean air», «Forest paths», «In search of edelweiss», «Forest plants – helpers» and others).

Conclusions. A necessary condition for implementation of recreational tasks is awareness of a great teachers' responsibility for health and physical development of children, understanding the need for a healthy lifestyle, the importance of the individual active motional activity. Therefore, upgrading of content of preschool education provides its orientation for humanization of the preschooler's life, formation of his/her motor areas, protection and strengthening of health, creation of developmental conditions for full manifestation of a child's basic personal qualities in interaction with the harmony of space. Any program of prevention or improvement will be useful and effective only in that case, when it is held daily. We find prospects for further investigations in the development of methodological recommendations for using elements of Bothmer's gymnastics in the process of work with children of preschool age.

ЛІТЕРАТУРА

1. Бейба Л. Від руху до здоров'я. На допомогу вихователям дитячих садочків, вчителям молодших класів та батькам / Бейба Любомир. – Дрогобич : КОЛО, 2000. – 40 с.
2. Богініч О. Л. Фізичне виховання, основи здоров'я та безпеки життєдіяльності дітей старшого дошкільного віку : навчально-методичний посібник / О. Л. Богініч, Н. В. Левінець, Л. В. Лохвицька, Л. А. Сварковська. – Київ : Генеза, 2013. – 128 с.
3. Бойко Ю. В. Пластик-шоу-класик (або з чого починати засвоювати цю технологію у дошкільному навчальному закладі) / Ю. В. Бойко. – Вінниця : Нілан-ЛТД, 2013. – 36 с.
4. Ботмер А. Ботмеровская гимнастика. Педагогические и терапевтические возможности применения / Альхайдис фон Ботмер. – Москва, 2012. – 135 с.
5. Єфименко М. М. Театр фізичного виховання та оздоровлення дошкільнят. – Київ : ІСДО, 1995. – 40 с.
6. Загородня Л. П. Фізичне виховання дітей дошкільного віку : навчальний посібник / Л. П. Загородня, С. А. Тітаренко, Г. П. Барсуковська. – Суми : Університетська книга, 2011. – 276 с.

7. Kryvosheya T. Pedagogical conditions of mental activity, that saves health of preschool children in the formation of elementary mathematical concepts / Tatyana Kryvosheya // *Child Psychopedagogy Journal*. – 2015. – № 14. – P. 55–65.

8. Лохвицька Л. В. До здоров'я дітей – через освіту дорослих. Технологія взаємодії дошкільних навчальних закладів з родинами / Л. В. Лохвицька, Т. К. Андрющенко. – Тернопіль : Мандрівець, 2012. – 176 с.

9. Тарасенко Г. Екологія дитинства : полілог науково-педагогічних підходів / Галина Тарасенко // *Дошкільне виховання*. – 2014. – № 5. – С. 3–4.

10. Фомина Н. А. Музыкально-двигательное физическое воспитание дошкольников : монография / Н. А. Фомина, С. Ю. Максимова, Е. П. Прописнова. – Волгоград : Учитель, 2015. – 238 с.

REFERENCES

1. Beiba, L. (2000). *Vid rukhu do zdorovia. Na dopomohu vykhovateliam dytiachykh sadochkiv, vchyteliam molodshykh klasiv ta bat'kam* [From movement to health. The aid of kindergarten teachers, teacher of junior classes and parents]. Drohobych: KOLO.

2. Bohinich, O. L., Levinets, N. V., Lohvytska, L. V., Svarkovska, L. A. (2013). *Fyzichne vykhovannia, osnovy zdorovia ta bezpeky zhyttiediialnosti ditei starshoho doshkilnoho viku* [Physical education, basics of health and life safety of children of senior preschool age]. Kyiv: Heneza.

3. Boiko, Yu. V. (2013). *Plastyk-shou-klasyk (abo z choho pochynaty zasvoiuvaty tsiu tekhnolohiiu u doshkilnomu navchalnomu zakladi)* [Plastic-show classic (or how to start acquirement with this technology in preschool educational institution)]. Vinnytsya: Nilan-LTD.

4. Botmer, A. (2012). *Botmerovskaia himnastika. Pedagogicheskie i terapevticheskie vozmozhnosti primeneniia* [Bothmer's gymnastics. Pedagogical and therapeutic possibilities of application]. Moscow.

5. Yefymenko, M. M. (1995). *Teatr fizychnoho vykhovannia ta ozdorovlennia doshkilniat* [Theatre of physical education and health improvement of preschool children]. Kyiv: ISDO.

6. Zahorodnia, L. P., Titarenko, S. A., Barsukovska, H. P. (2011). *Fyzichne vykhovannia ditei doshkilnoho viku* [Physical education of preschool children]. Sumy: Universytetska knyha.

7. Kryvosheya, T. (2015). Redagogical conditions of mental activity that saves health of preschool children in the formation of elementary mathematical concepts. *Child Psychopedagogy Journal*, 14, 55–65.

8. Lohvytska, L. V., Andriushchenko, T. K. (2012). *Do zdorovia ditei – cherez osvitu doroslykh. Tekhnolohiia vzaiemodii doshkilnykh navchalnykh zakladiv z rodynamy* [To the health of children – through adult education. Technology of interaction between preschool education institutions and families]. Ternopil: Mandrivets.

9. Tarasenko, H. (2014). *Ekolohiia dytynstva: poliloh naukovo-pedahohichnykh pidkhodiv* [Ecology of childhood: polylogue of scientific and pedagogical approaches]. *Preschool Education*, 5, 3–4.

10. Fomina, N. A., Maksimova, S. Yu., Propisnova, E. P. (2015). *Muzykalno-dvihatelnoe fizicheskoe vospitanie doshkolnikov* [Musical and motional physical education of preschool children]. Volgograd: Uchitel.

АНОТАЦІЯ

Пахальчук Н. Педагогічні умови активізації рухової активності дітей.

У статті висвітлюються особливості організації рухової активності дітей на основі визначених педагогічних умов. З метою з'ясування рівнів рухової активності дошкільників було виділено мотиваційний, теоретико-практичний та діяльнісний критерії і використовувалися спостереження, анкетування, методики ігрового тестування тощо. Результати дослідження виявили переважання середнього та низького рівнів рухової активності дітей. У статті запропоновано використовувати фізкультурні ігри-подорожі, технологію організації фізкультурно-оздоровчої діяльності Л. Бейби, елементи ботмерівської гімнастики тощо. Перспективи подальших розвідок вбачаємо в розробці методичних рекомендацій щодо використання оздоровчих видів гімнастики в роботі з дошкільниками.

Ключові слова: фізкультурно-оздоровчі технології, діти дошкільного віку, взаємодія з родиною, інтерес до фізичних вправ.

РЕЗЮМЕ

Пахальчук Н. Педагогические условия активизации двигательной активности детей.

В статье освещаются особенности организации двигательной активности детей на основе выделенных педагогических условий. С целью определения уровней двигательной активности дошкольников выделены мотивационный, теоретико-практический и деятельностный критерии и использовались наблюдение, анкетирование, методики игрового тестирования. Результаты исследования выявили преобладание среднего и низкого уровней двигательной активности детей. В статье предложено использовать физкультурные игры-путешествия, технологию организации физкультурно-оздоровительной деятельности Л. Бейби, элементы ботмеровской гимнастики и тому подобное. Перспективы дальнейших исследований видим в разработке методических рекомендаций относительно использования оздоровительных видов гимнастики в работе с дошкольниками.

Ключевые слова: физкультурно-оздоровительные технологии, дети дошкольного возраста, взаимодействие с семьёй, интерес к физическим упражнениям.

УДК 372.854:371.3-057.874:373.5

Анна Семиліт

Сумський державний педагогічний
університет імені А. С. Макаренка
ORCID ID 0000-0001-8848-2945

ОРГАНІЗАЦІЯ ДОСЛІДНИЦЬКОЇ ДІЯЛЬНОСТІ СТАРШОКЛАСНИКІВ У ПРОЦЕСІ НАВЧАННЯ ХІМІЇ

У статті наголошується на актуальності формування дослідницької компетентності особистості. На основі аналізу й узагальнення науково-методичної літератури розглянуто основні підходи до визначення понять «дослідницька компетентність», «дослідницька діяльність». Інтерпретація результатів проведеного педагогічного експерименту дозволила розкрити стан організації вчителями дослідницької діяльності на уроках хімії та залучення старшокласників до її проведення. Як висновок, автор стверджує, що існує потреба у створенні методичної системи цілеспрямованої, систематичної організації дослідницької діяльності й формування дослідницької компетентності старшокласників.