education, but do not offer concrete ways of its solving. That is why (agreeing with some authors) the searching of modern pedagogical methods and technologies which could be used during the future geologists' training is a practical way of mentioned problem solving. So the further research will be connected with the search for appropriate pedagogical techniques and technologies that will be the most effective and will influence positively the quality of the future geologists' professional training.

__Key words:__ future geologists, professional training, vocational education, geological education.

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FORMATION OF SPEECH CULTURE IN THE HIGHER EDUCATION INSTITUTION

Метою статті є визначення педагогічних умов формування мовленнєвої культури студентів у ВНЗ. Використано комплекс таких методів дослідження: порівняльно-зіставний та поняттєво-термінологічний аналіз; систематизація та узагальнення результатів дослідження. У результаті дослідження з'ясовано, що завдяки створенню певних педагогічних умов у ВНЗ має поліпшитися мовленнєва культура студентів. Матеріал статті може стати підґрунтям для подальших педагогічних досліджень, написання навчально-методичної літератури, їм можуть послуговуватися викладачі і студенти педагогічних спеціальностей. Набули подальшого розвитку ідеї про методи й форми формування мовленнєвої культури студентів.

__Ключові слова:__ мовленнєва культура, педагогічні умови, середовище, мовленнєве середовище, культурне мовленнєве середовище, норми мовлення, нормативні мовленнєві засоби, інтерактивні методи навчання.

Introduction. The European integration processes taking place in Ukraine nowadays have exacerbated the issue of education of highly educated cultural citizens capable of effective communicative interaction. The need to strengthen the language training of students has been repeatedly emphasized in several normative legal acts, in particular in the laws of Ukraine "On Education", "National Strategy for the Development of Education in Ukraine until 2021", etc. In these fundamental documents, it is stressed that the current need for the present is to ensure the development and functioning of the Ukrainian language as a state language, to satisfy the lingual and educational needs of national minorities, and to create conditions for the study of foreign languages. Accordingly, the linguistic training of a modern student assumes the fluency in oral and written language, the ability to conduct various types of speech activity, understandably and adequately express their thoughts.

Analysis of relevant research. The relevance of the problem is also highlighted by a large number of studies. In particular, the scholars have

covered the following aspects of coherent issues: general theoretical basis for the implementation of the speech process (S. Verbeshchuk, O. Hoichman, I. Zimnia et al.), differential features of language and speech (M. Vashulenko, O. Krsec, L. Fedorenko, R. Chechet et al.); units, types of speech activity, stages of its implementation (V. Hlukhov, O. Leontiev, V. Kovshikov, L. Scherba et al.); structure, content, qualitative features of the speech culture (N. Dika, V. Pasinok, T. Pleshchenko, N. Fedotova et al.), the essence of the speech environment and its role in the formation of the speech culture of the individual (A. Bohush, N. Havrysh, K. Krutyi, A. Levchuk et al.).

Despite the considerable efforts of scientists in the field of theoretical and methodological provision of the process of forming the language culture of the individual in education institutions and the constant realization of scientifically based methods of language teaching in higher education institutions by broadcasters, it is necessary to recognize that a significant part of graduates of higher education institutions do not own a language culture, in particular they do not have enough vocabulary, they do not know how to correctly express opinions in a clear and grammatical way, and they are unable to express speech in stylistic and rhetorical figures. This causes an urgent need to improve the system of language training in universities, the search for effective pedagogical ways and means of its development.

Aim of the study is to determine the pedagogical conditions for the formation of students' speech culture at the universities.

According to the goal, the following tasks are set: to find out the essence of the notion of "speech culture", "pedagogical conditions"; to analyze the pedagogical conditions of formation of the language culture of students at the university.

Research methods. The solution of the tasks specified in the article was carried out by using a set of such research methods: comparison – to find out the state of development of the raised problem, to determine the theoretical foundations of research; conceptually-terminological – to specify the conceptual-categorical field of research; systematization and generalization to determine the results of the research and formulation of conclusions.

Results. Let us note that in the context of the issue raised, the main focus was on the study of speech culture as an important component of a person's culture. According to scientists (E. Adamov, A. Bahmut, V. Bader, I. Blinov, I. Borisiuk, L. Vvedenska, H. Labkovska, O. Mykhailychenko, H. Oliinyk, L. Pavlova, L. Skvortsov, I. Stilian, S. Christova et al., the culture of speech is not only a sign of a high culture of the personality, but is also influenced by it. As a result, the more cultural a person is, the more cultural is his speech.

Noting the important role of speech culture in the life of each person L. Vvedenska and L. Pavlova emphasize that "mastering the art of communication, the art of the word, the culture of oral and written speech"

today is necessary for every person, regardless of "what kind of activity he is engaged in or will be engaged" [7, 4].

In the scientific literature two close concepts are used: "culture of speech" and "speech culture". Some authors note certain differences in the meaning of these concepts. S. Verbeshchuk, comparing the notion of "culture of the speech" and "speech culture", notes that the concept of "speech culture" is wider than the concept of "culture of speech". After all, in her opinion, the culture of speech manifests itself in the ability of a person to speak and write correctly, to adopt linguistic and figurative means in accordance with the purpose and situation of communication. So, it is a system of language requirements for speech activity. The linguistic culture covers not only normative speech aspects, but also personal, individual, general cultural qualities of a person, and also reflects his mental state and emotional experiences [9].

V. Pasynok claims that the concept of "culture of language" is used to define model texts contained in the most significant written monuments of the past, and "culture of the speech" (or "speech culture") to qualify the appropriate level of living embodiment of linguistic means in situations of daily oral and written communication [22].

In his study, N. Venih also distinguishes the concept of "language culture" and "culture of speech". Under the culture of language the author understands the realization of speech properties in the conditions of everyday life as well as in the mass communication, and under the culture of speech he understands the ability to teach them clearly and stylistically differentiated, that is, to have the laws of literary language in its full volume [8].

N. Dicka, who draws attention to the difference in the meanings of the concepts of la«nguage culture" and "speech culture", states: language culture is an indicator of its uniqueness, which is determined by generally accepted orthoepic, lexical, word-formation, grammatical, spelling and stylistic norms. In turn, the culture of speech implies unconditional compliance with the norms and rules of oral and written literary language, as well as person's manifestation of speech [13].

L. Skvortsov to the culture of language refers the properties of exemplary texts, fixed in the monuments of writing, the potential qualities of the language system, the possession of the individual linguistic means and functional styles. According to the author, the culture of speech is understood as the specific realization of language properties and opportunities in the context of everyday and mass – oral and written – communication, the ability to use the forms and styles of modern literary language depending on the present situation [25, 79].

At the same time, in the course of the research it was determined that the majority of scientists (A. Bohush, T. Pleshchenko, N. Fedotova, R. Chechet etc.) perceive the notion of "culture of speech" and "speech culture" as equivalent. We agree and share the point of view of these scientists.

As evidenced by the analysis of scientific literature, the concept of "culture of speech" and "speech culture" are also perceived as synonyms, and therefore the definition of these concepts does not have significant differences. Thus, in the handbook on the culture of the Ukrainian language it is stated that the language of culture primarily connects the ability to speak and write correctly, to adopt linguistic and figurative means in accordance with the purpose and circumstances of communication. V. Rusanivskyi and S. Yermolenko believe that the notion of high culture of language is associated not only with the observance of the generally accepted norms of pronunciation, the use of the word, the grammatical structure of the phrase, but also with the knowledge of the language in the varied expression of its stylistic varieties and genres, the ability to choose the language expressive means, form, and manner of expression according to the subject of the message, depending on what kind of reaction does it provoke from the listener [24].

I. Blinov notes that the culture of speech implies a comprehensive assimilation of speech skills in all its diversity, in all its manifestations. The author also points to the connection of the culture of speech and the culture of thinking: "The culture of speech is inseparable from the culture of thinking, from its activity and depth" [4, 8]. Similar ideas are expressed by N. Babych. According to the author, "the culture of speech is a collection of culture of thinking and culture of social (communicative) and spiritual relations of a human" [1, 66].

On the basis of the analysis of scientific literature, it was concluded that scholars perceive the culture of speech and the culture of language as different concepts. Thus, under the culture of language they understand the property of model texts, fixed in the monuments of writing, as well as the potential qualities of the language system. In turn, the language culture is perceived as an integrative personal quality that reflects the ability of a person to perform an effective speech activity based on the consideration of the goal and the existing speech situation, as well as the norms of the literary language.

It is important to determine and substantiate the appropriate pedagogical conditions for effective formation of students' speech culture. As it is established, under the pedagogical conditions, scientists understand: external circumstances that provide a significant impact on the course of the pedagogical process, in one way or another, deliberately constructed by the teacher, and foresee the achievement of a certain result (M. Boritko); a certain circumstance or an environment that influences (accelerates or inhibits) the formation and development of pedagogical phenomena, processes, systems, personality traits (L. Karpenko); peculiarities of the organization of the educational process, which determines the results of education, and personality development (H. Holubova); circumstances that determine a certain direction of development of the pedagogical process; a set of objective possibilities of content, forms, methods,

techniques, means of pedagogical activity (E. Khrykov); the background of the activities of the person (O. Amatieva).

Taking into account different points of view under the pedagogical conditions we understand some circumstances, subjective and objective requirements, prerequisites, the implementation of which contributes to the achievement of the goal that is the effective formation of the language culture of students.

As it was found out in the process of conducting the research, many scientists associate with the creation of a suitable external environment the process the formation of the person, including the process of forming the speech culture of the individual.

As noted in the scientific and reference literature, the environment is a combination of natural and social conditions, the situation and circumstances in which the life of human society and its individual members occurs, as well as the totality of people associated with the commonality of these conditions. In turn, the pedagogical (teaching and educational) environment is purposefully created by educators to achieve those or other purposes. We will specify that under the pedagogical environment, scientists understand, in accordance with educational goals, an organized system of interpersonal relations and attitudes of people to the world (H. Kodzhaspirova, A. Kodzhaspirov); systemic combination of all possibilities of development and personality training (S. Deriabo); a system of influences and conditions for the formation of personality in a model, defined by the social and spatial-visual environment, as well as the available opportunities for its development (V. Yasvin); a set of local environments (family, class, institution of education, microdistrict, etc.), in which the person functions and which provides the processes of knowledge and development (M. Nefedova); part of the social-cultural space, the zone of interaction of pedagogical systems and their elements, pedagogical means and subjects of the educational process (B. Chernik).

According to L. Novikova, the educational environment is an important ground for designing the development of the personality in the pedagogical process. Studying and taking into account the influence of this environment on the subject of development gives the teacher the opportunity to explain the functioning of the educational system; anticipate the course of its further development; anticipate changes that will occur in it as a result of interaction with the environment; to design a system of preventive or transformative measures. According to L. Novikova, educational and teaching environment can be successfully used during the formation of the purpose of the pedagogical system (to involve certain forces of the environment to the development of this goal); with a diagnostic purpose (to make representatives of the environment as registrars, experts, etc.); with a design purpose (connect invited experts to comprehend the issue raised, involve them in the generation of new ideas and

hypotheses); for the organization of educational influences (to transform the environment into a conductor of pedagogical management teams) [21].

According to researchers, an important part of the external environment is the speech environment. Under the speech environment A. Bohush understands "the totality of family, domestic, social and pedagogical unorganized and purposeful communication" [5, 45–46].

In his scientific work, A. Bogush also emphasizes that the effective influence of the speech environment on the person and his speech will take place only in the presence of the developmental nature of this environment. According to the author, the developing language environment is "the potential opportunities for the positive influence of various factors in their interaction with the speech development of the individual and the formation of the speech personality". Moreover, the development potential can have both spontaneous and pedagogically organized speech environment.

As A. Bohush concludes, in any of the identified types of speech environment, the teacher will be able to achieve positive results in teaching young people of the native language and the development of their speech only if he provides effective speech and pedagogical support, which provides for effective speech interaction of all participants in communication [5, 46–47]. At the same time, under the speech-pedagogical support the author understands "creation of psychological and pedagogical conditions for the interaction of the speakers in the process of communication in the appropriate speech environment, which takes place on the emotional and positive background of mutual trust, understanding, ensuring the effective development of speech and learning" of the personality of the native language [5, 47].

Agreeing with the point of view of A. Bohush about the essence of the speech environment, O. Bai, A. Levchuk and A. Butko pay attention to the fact that between each member of society and the environment surrounding him, there is an interaction. That is why we can say that the person is consistently acting in two systems: "environment – man" and "man – environment". As a result, on the one hand, this interaction leads to the development of all his mental processes and functions associated with the external environment. On the other hand, a sufficient level of development of mental processes makes it possible for a person to purposefully influence the environment and change it.

According to these scholars, "a person exists in the language, manifests himself through the language, puts through a bridge for understanding with other people with the help of language". Therefore, the development of person's speech, the education of his speech culture depends to a large extent on the language environment in which he is located [2].

A similar opinion is expressed by S. Dubovik. She states that the necessary condition for speech development of the individual, the formation of

his etiquette skills is the creation of a proper speech environment. Indeed, the richness, diversity and correctness of his own speech depends on the language environment that surrounds the personality [14].

In their scientific works O. Bai, E. Borinstein, A. Butko, A. Kavalerov, A. Levchuk et al. also emphasize that the provision of a combination of stimulating factors for the development of speech and language learning of students, their permanent stay in an actively stimulated speech environment until the graduation, is an important guarantee of the formation of each of them as a linguistic person, which has a high level of development of speech culture [2; 6]. Regarding this, L. Matsko in works devoted to the speech culture states that the study of the Ukrainian language by the youth should be subordinated primarily to the requirement of society regarding the formation of a national-linguistic personality, that is, not just the one who only knows Ukrainian language well and demonstrates volleaning the language, but is also capable of creatively express themselves through the use of appropriate linguistic means, to promote, protect and develop their native language, to treat it consciously and to feel responsible for its further fate.

As O. Horoshkina emphasizes in her monograph devoted to the linguistic-pedagogical principles of teaching Ukrainian language, the comprehension of universal values by individual is performed through the language, the education of a conscious person is being carried out through the language, his intellectual development is activated, and a sense of love for his native language is formed [10].

We can conclude that the process of forming the speech culture of a person is connected with the creation of the appropriate speech environment surrounding the person in which communication takes place.

Consequently, for the successful formation of students' speech culture in the higher education institution, it is necessary to create a proper language environment. By communicating in such an environment with other people, students will be able to consciously perceive dignified imitation of speech samples of teachers and other students, and optimally use different verbal and non-verbal means.

According to K. Krutyi, the term "cultural linguistic environment", under which the author understands "the totality of useful personal and collective common language experience that is stored and transmitted from generation to generation, as well as real structures and dependencies, through which the activity and speech behavior of the individual is realized" [18, 112].

On the basis of the above-mentioned considerations, it was concluded that the first pedagogical condition that ensures the successful formation of speech culture among students is the creation of a cultural linguistic environment.

As noted in the scientific works, one of the axioms of communication theory is the normativity of speech, which is connected with the necessity of

observing the rules of linguistic behavior in the communicative process, that is, specific instructions that determine how to behave in a particular situation. These rules can also be perceived as internalized means of social control of communication, having a special cultural certainty and differentiate the ethno-cultural variability of behavior. Consequently, broadcasting normative is connected with the necessity of observance of the established rules of this behavior and is expressed first of all in the fact of obligatory social control over the course and results of a communicative act.

The norms of communication, that is, the principles that they consider correct (admissible) within the limits of a particular culture, which should be shared by all its representatives, play an important role in ensuring normative speech. These norms include a collective assessment of what the behavior of the carrier of a particular culture should be; collective interpretation of what one or another variant of behavior means; individual reactions of a particular person to behavior, including prohibitions on unwanted (or inadmissible) variants [3, 14].

Scientists E. Hoffman, T. A. Van Dake and others also note that communicative situations are regulated by a large number of different rules of communication, which it is important to observe in order to ensure the success of the interaction. Scientists note that some rules may be rigid enough to be implemented, others have form of recommendations that determine only the most desirable action. It is obvious that in the second case, the formal sociolinguistic rules are devoid of the character of a clear algorithm, and instead they acquire the character of variability or even convenient (expedient) behavioral strategies that have a cognitive nature. Taking into account these rules and strategies helps each speaker to significantly improve the quality of both informal and business communication [12; 26].

Taking into account the role of speech rules and behavioral strategies, M. Kiskina concludes that the rules of linguistic behavior constitute a significant part of the communicative experience of each person. Therefore, they should be perceived as an effective factor that determines the content and structure of linguistic communication [16, 18].

Scientists N. Lebedeva, M. Kiskina et al. also emphasize that the sphere of implementation of modern speech norms and rules is the specific situations of communication between people. These situations are perceived by the authors as a special type, a pattern of social interaction that is customary for members of a particular cultural community. In turn, these norms and rules are classified by researchers as factors of the success of the situation of communication. Therefore, they propose to take them necessarily into account along with such important aspects of communication as: defined goals of interaction, roles, repertoires of the participants in the communicative process, the consequences of the chosen behavioral patterns or concepts (the notion of oneself and others), the characteristics of the speech environment, the

peculiarities of the speech of the speaker, the existing barriers to communication and the possibilities of overcoming them [16; 19].

Consequently, the basic theoretical foundations of the process of forming the language culture of students is the need to comprehend their basic linguistic norms and language rules, assimilation of knowledge about functional styles of literal speech, awareness of the interconnections of all components of the language system, the structure of speech and non-verbal structures. It is obvious that the effectiveness of this process depends to a large extent on the activity of the students themselves, who have to make intensive efforts to assimilate the orderly set of normative speech means.

M. Pentyliuk believes that the development and improvement of speech culture of students should choose a set of exercises and problems of various kinds: phonetic, lexical, grammatical, stylistic.

Teachers have to solve specific educational tasks that are common to the whole group in the process of pedagogical interaction with students. Therefore, in classes on non-philological disciplines, the task of forming a speech culture of students can not acquire the status of the main one. This necessitates the fuller use of pedagogical opportunities in the outlined direction of non-auditing work in the university.

As noted in the scientific literature, extracurricular educational work in comparison with the classroom is more unregulated, since it is strictly not limited to temporal, organizational and content requirements. Therefore, in the process of its implementation, the teacher can be guided primarily by the social need in shaping the language culture of students and the individual needs, the interests of students themselves. In addition, it is important to note that students play a leading role in non-auditing activities, which creates positive conditions for the most complete identification of their learned speech knowledge and skills, autonomy, initiative, and creative thinking.

L. Kondrashova also points out that there is a wider arsenal of methods in the non-auditing activity, forms, more technologies of teaching and upbringing of students can be applied, creating favorable conditions for activating the students' independent work, involving them in solving various problem situations that contribute to solving the set of pedagogical tasks, activating the development of socially meaningful skills in personality, personal qualities by engaging in different types of practical activity [17, 13].

S. Karaman points out the important role of non-auditing activity in the process of formation of the linguistic personality. According to the author, such activities contribute to the development of philological knowledge of students, develop their speech skills and creative thinking [15, 45].

It should also be noted that the system of out-of-account activity contains its different types. In particular, the greatest pedagogical effect on the formation of the student's linguistic culture is observed in the case when there is a close

correlation between the "purely" educational non-audit activity of the creative nature and its other types: educational, scientific and research [23, 74].

Consequently, the formation of the language culture of students should mean their involvement in various activities in order to provide an understanding of their basic language norms and language rules, the acquisition of knowledge about the functional styles of literal speech, the awareness of the interconnections of all components of the language system, the structure of speech and non-verbal structures.

Thus, the second pedagogical condition for the formation of the language culture of students involves the organization of systematic work on mastering them by an ordered set of normative speech means.

As noted in the scientific works, many students who have learned linguistic material experience some difficulties during the implementation of speech practice. Therefore, in the process of pedagogical interaction it is important to ensure not only mastering the theoretical bases of speech culture by students, but also teach them to be guided in specific speech situations, to select appropriate language resources in accordance with them, and to use non-verbal language means (gestures, facial expressions, etc.). This involves the use of various active and interactive teaching methods. O. Horoshkina also specifies that students need "systematic targeted speech practice, based on the ability to choose the right words, designs, taking into account the conditions of communication" [11, 16]. To do this, you should use a variety of active teaching methods.

N. Lutsenko also notes that the speech communication takes place in the process of communicative-speech activity. And for its successful implementation, the young person must learn not only the relevant knowledge, but also a number of the most important speech skills, in particular: the ability to navigate the situation of communication, depending on the time-spatial and content characteristics, social roles of the interlocutors and their interactions, to plan the speech behavior depending on sex, age, social role, physical and psychological states of the interlocutor, the choice of lexical means and grammatical forms, the arbitrary management of non-verbal means of communication; ability to correctly use verbal and nonverbal methods of joining the speech, maintain and develop dialogical interaction, polite and logical conclusion of communication, the ability to identify the initiative in communicating with adults and coevals, to be able to find in the circle of coevals the interlocutors, to offer the topic of conversation, to lead it in the right direction based on their own and common interests; the ability to solve the communicative-speaking tasks through the selection of adequate communicative purpose and problem situation of the means; the ability to achieve a communicative purpose through the integrated use of speech forms and nonverbal means addressed to the partner-interlocutor [20].

Consequently, the third pedagogical condition for the formation of the student's language culture is the use of interactive teaching methods.

Conclusions. In the article a theoretical generalization and a new solution of the problem of forming the speech culture of students are presented, which were embodied in the theoretical substantiation of the pedagogical conditions that ensure the effectiveness of this process. The pedagogical conditions for the formation of the language culture of students are theoretically substantiated: creation of a cultural linguistic environment in higher education institutions; organization of systematic work on mastering students by an ordered set of normative speech means; the use of interactive teaching methods.

The idea of the methods and forms of forming the language culture of students has been further developed.

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РЕЗЮМЕ

Марыкивская Галина. Формирование речевой культуры в высшем учебном заведении.

Целью статьи является определение педагогических условий формирования речевой культуры студентов в вузе. Использован комплекс таких методов исследования: сравнительно-сопоставительный и понятийно-терминологический анализ; систематизация и обобщение. Выяснено, что благодаря созданию определенных педагогических условий в вузе должна улучшиться речевая культура студентов. Материал статьи может стать основанием для дальнейших педагогических исследований, написания учебно-методической литературы, им могут пользоваться преподаватели и студенты педагогических специальностей. Приобрели дальнейшее развитие идеи о методах и формах формирования речевой культуры студентов.

Ключевые слова: *речевая культура, педагогические условия, среда, речевая среда, культурная речевая среда, нормы речи, нормативные речевые средства, интерактивные методы обучения.*

SUMMARY

Marikivska Galina. Formation of speech culture in the higher education institution.

The article proves the urgency of the problem of educating highly cultured citizens who are capable of effective communicative interaction, and in this connection the need to strengthen the students' speech training has been proved. Such training assumes the student's fluency in oral and written speech, the ability to carry out various types of speech activity, understandably and adequately express their thoughts.

The purpose of the article is to define the pedagogical conditions for the formation of students' speech culture in the university. In accordance with the purpose of the research, the following tasks are set: to define the essence of the concept "speech culture", "pedagogical conditions"; to analyze pedagogical conditions of formation of speech culture of students at the universities.

The solution of the tasks of the article was carried out by using a set of such research methods: comparison – to determine the state of development of this problem, to determine the theoretical bases for research; conceptual-terminological – to concretize the conceptual-categorical field of research; systematization and generalization – to determine the results of the study and draw conclusions.

The essence of the concepts "speech culture", "pedagogical conditions" is defined in the article. It was found out that due to the creation of certain pedagogical conditions in the university, the students' speech culture should improve. Such pedagogical conditions are the following: the creation of a cultural speech environment, the mastery of students by an ordered set of normative speech tools, the use of interactive teaching methods.

The collected and systematized material, the generalization of theoretical and practical aspects of formation of students' speech culture can become the basis for further pedagogical research, and also for the creation of teaching aids, textbooks and other educational and methodological literature. The materials of the article can be used by university teachers and school teachers in their professional activities, and also by students of pedagogical specialties

during the preparation of course and master's works, can be used for the pedagogical practice at school, as well as for all those who wish to improve their speech culture.

The idea of methods and forms of the formation of students' speech culture have gained further development.

Key words: *speech culture, pedagogical conditions, environment, speech environment, cultural speech environment, speech norms, normative speech tools, interactive teaching methods.*

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ФУНКЦІОНАЛЬНИЙ СТАН КАРДІОРЕСПІРАТОРНОЇ СИСТЕМИ СТУДЕНТІВ, ЩО СПЕЦІАЛІЗУЮТЬСЯ В БОКСІ, ПРИ ВИКОНАННІ РІЗНОСПРЯМОВАНИХ ФІЗИЧНИХ НАВАНТАЖЕНЬ

Результати проведених досліджень указують на те, що об'єм виконаної роботи напряму залежить від вагової категорії. У боксерів важких категорій двобій триває у відносно невисокому темпі з мінімальною «ціною» роботи, досягнення перемоги відбувається за рахунок серії ударів у незахищені зони супротивника в алактатному та гліколітичному режимах роботи. Для «легковаговиків» притаманним є ведення поєдинку у швидкому темпі при високій «ціні» роботи, виснажуючи супротивника за рахунок здійснення ударних прийомів помірної сили, що й забезпечує відповідний результат двобою.

Ключові слова: *освітній процес, студенти, спеціальна фізична працездатність, Спудерг, бокс.*

Постановка проблеми. У сучасній теорії і практиці фізичного виховання та спорту, спортивній педагогіці одним із основних напрямів підготовки майбутніх фахівців є забезпечення належного управління спортивно-педагогічним удосконаленням на основі об'єктивізації знань про структуру діяльності й різних сторін їх спеціальної фізичної підготовленості [4, 116; 6, 364]. Застосування сучасних методів діагностики функціонального стану організму студентів освітніх установ спортивно-педагогічних напрямів підготовки дозволяє створити необхідні умови для раціонального управління їх спеціальною фізичною працездатністю та адаптаційними процесами організму під дією фізичних навантажень різної спрямованості й модальності.

Аналіз актуальних досліджень. Під управлінням розуміють процес переходу складної динамічної системи з одного стану в інший через вплив на її похідні параметри [1, 16]. Одним із завдань управління є належна