УДК 37.091.3:796.035(043.3)

# PEDAGOGICAL PRINCIPLES OF METHODICAL SYSTEM OF APPLICATION OF HEALTH-IMPROVING TECHNOLOGIES IN THE PROCESS OF STUDENTS' PHYSICAL EDUCATION

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https://doi.org/10.29038/2220-7481-2017-03-147-153

**Abstract**

***Actuality.*** The application of principles is a prerequisite for improving the quality of teaching activity. Didactic principles are the basis for studying all disciplines and to a large extent determine their content, form of organization, process and educational methods. Specific principles reflect the specifics of physical culture and recreational activities extend and supplement the didactic principles. One of the main principles of physical education is the principle of health-improving orientation, the content of which is to provide a health-improving effect in the process of training and is of major importance for the students' physical education today. ***Tasks of Work.*** To analyze the state of the problem in question in pedagogical theory and practice. To substantiate theoretically the didactic and special principles of the methodical system of application of health-improving technologies in the process of physical education of students in a special educational department. ***Results of Research Work.*** In the process of forming readiness for the use of health-improving technologies in physical culture and recreational activities, the following principles are singled out: harmonious personality development; communication with life; consciousness; subject-subject orientation of the educational relationships; health-improving orientation; individualization; innovation; continuity. The specific principles, that reflect the specifics of the methodical system of applying health-improving technologies in the process of psychological and physiological preparation for future professional activities, are characterized: dominant and motivational guideline; integral spatial and temporal integration; specialization; multidirectional rhythm; feedback. ***Conclusions.*** It is determined that there are various approaches to definition the number of educational principles, their content and ways of implementation in practice. In the research work the principles are synthesized in the system of a unified pedagogical process, contributed to the creation of an updated methodical system of health-improving technologies and ensured its successful implementation in the health-preserving educational space of a higher educational establishment.

**Key words:** students; physical education; health-improving technologies; methodical system; principles.

**Олена Кузнєцова. Педагогічні принципи методичної системи застосування оздоровчих технологій у процесі фізичного виховання студентів.** ***Актуальність.*** Застосування принципів – необхідна умова, яка сприяє підвищенню якості педагогічної діяльності. Загальнодидактичні принципи, покладені в основу вивчення всіх дисциплін, значною мірою визначають їх зміст, форми організації, процес і методи навчання. Специфічні принципи відображають специфіку фізкультурно-оздоровчої діяльності, розширюють та доповнюють загальнодидактичні принципи. Один із головних принципів фізичного виховання – принцип оздоровчої спрямованості, зміст якого полягає в забезпеченні оздоровчого ефекту в процесі тренувальних занять, – є сьогодні вкрай актуальним для фізичного виховання студентської молоді. ***Завдання роботи*** – проаналізувати стан досліджуваної проблеми в педагогічній теорії та практиці, теоретично обґрунтувати загальнодидактичні та спеціальні принципи методичної системи застосування оздоровчих технологій у процесі фізичного виховання студентів спеціального навчального відділення. ***Результати роботи.*** У процесі формування готовності до застосування оздоровчих технологій під час фізкультурно-оздоровчої діяльності виокремлено такі принципи: гармонійного розвитку особистості; зв'язку із життєдіяльністю; свідомості; суб'єкт-суб'єктної спрямованості виховних відносин; оздоровчої спрямованості; індивідуалізації; інноваційності; неперервності й наступності. Охарактеризовані специфічні принципи, які відображають специфіку методичної системи застосування оздоровчих технологій у процесі психофізичної підготовки до майбутньої професійної діяльності: домінантно-мотиваційної настанови; цілісної просторово-часової інтеграції; спеціалізованості; різноспрямованої ритмічності; зворотного зв'язку. ***Висновки.*** Установлено, що існують різні підходи до визначення вченими кількості принципів навчання, їх змістовного наповнення та способів реалізації на практиці. У дослідженні принципи синтезовано в систему єдиного педагогічного процесу, що сприяло створенню оновленої методичної системи застосування оздоровчих технологій та забезпеченню успішного її втілення в здоров'язбережувальний освітній простір вищого навчального закладу.

**Ключові слова:** студенти; фізичне виховання; оздоровчі технології; методична система; принципи.

**Елена Кузнецова. Педагогические принципы методической системы использования оздоровительных технологий в процессе физического воспитания студентов.** ***Актуальность.*** Использование принципов является необходимым условием, которое способствует повышению качества педагогической деятельности. Общедидактические принципы положены в основу изучения всех дисциплин и в значительной степени определяют их содержание,

формы организации, процесс и методы обучения. Специфические принципы отражают специфику физкультурно-оздоровительной деятельности, расширяют и дополняют общедидактические принципы. Один из главных принципов физического воспитания – принцип оздоровительной направленности, смысл которого заключается в обеспечении оздоровительного эффекта в процессе тренировочных занятий, – является крайне актуальным в физическом воспитании студенческой молодежи. ***Задачи работы*** – проанализировать состояние исследуемой проблемы в педагогической теории и практике. Теоретически обосновать дидактические и специальные принципы методической системы использования оздоровительных технологий в процессе физического воспитания студентов специального учебного отделения. ***Результаты работы.*** В процессе формирования готовности к использованию оздоровительных технологий в физкультурно-оздоровительной деятельности выделены следующие принципы: гармоничного развития личности; связи с жизнедеятельностью; сознательности; субъект-субъектной направленности воспитательных взаимоотношений; оздоровительной направленности; индивидуализации; инновационности; непрерывности и преемственности. Охарактеризованы специфические принципы, отражающие специфику методической системы использования оздоровительных технологий в процессе психофизической подготовки к будущей профессиональной деятельности: доминантно-мотивационной установки; целостной пространственно-временной интеграции; специализированности; разнонаправленной ритмичности; обратной связи. ***Выводы.*** Установлено наличие различных подходов к определению учеными количества принципов обучения, их содержательному наполнению и путями реализации на практике. В исследовании принципы синтезированы в систему единого педагогического процесса, что способствовало созданию обновленной методической системы применения оздоровительных технологий и обеспечило успешное ее воплощение в здоровьесохраняющее образовательное пространство высшего учебного заведения.

**Ключевые слова:** студенты; физическое воспитание; оздоровительные технологии; методическая система; принципы.

**Introduction.** Among the priorities of the state policy on the development of higher education in the context of European integration of Ukraine the problems of constant improvement of the education quality, modernization of its content and forms of organization of the educational process, introduction of innovative technologies were determined [4, p. 3]. One of the problems of applying innovative health-improving technologies in the pedagogical process is the absence of the clear methodological settings [1, p. 31; 2, p. 147; 3]. The settings are enshrined in the principles of the studies and are implemented through didactic rules. Principles reflect the normative bases of the educational process that is why they are mandatory and should be implemented in a complex manner, that is, not consistently one after another, but simultaneously, organically, inseparably. With the help of the didactic rules of the implementation of the education principles theory is combined with practice, the rules proceed directly from the principles that often reflect the new experience.

The process of students' physical education is based on general-methodical and specific principles – the main provisions defining the content, organizational forms and methods of implementing health-improving technologies in the process of students' physical education.

Educational principles as a didactic category are observed by A. Aleksyuk, V. Yevdokimov, A. Zilbershteyn, L. Loginova, V. Lozova, V. Omelianenko etc. Principles of implementation of health-preserving technologies in educational space of higher educational establishment are considered by N. Belikova, D. Voronin, S. Garkusha, M. Goncharenko, G. Hryban, M. Grinyova, A. Duhobay, O. Yezhova, V. Efimova, N. Zavydivska, O. Mihyeenko, S. Prysyazhnyuk, S. Futornyy and others. Specific principles of physical education, that ensure implementation of health-preserving technologies in physical education of students in special educational department are substantiated in the investigations of G. Hryban, A. Dubogay, V. Manko, G. Malakhova, E. Yehorycheva, S. Prysyazhnyuk, E. Tarabaryna.

S. V. Harkusha believes that the formation of readiness of future specialists in physical education to the use of health-preserving technologies must be designed and implemented on the grounds of basic laws and principles of humanistic education [2, p. 149]. Having elaborated the system of general-didactic and specific principles, the scientist formulated specific principles of formation of readiness of future specialists in physical education to the use of health-preserving technologies: health centrism, subjectivity, free trajectory, continuity, scholarship, prevention, integration, systematicity and pertinence, heuristic interaction, creativity [2, p. 150].

Developing the author's concept of forming a students' healthy way of life in the process of physical education using innovative technologies, S. M. Futorny relied on methodological (the principle of psychological and physiological unity of the personality, the principle of using the culture conformity of the content of physical culture activities) and technological principles (complexity; systematicity; integrity; intra-university integration and coordination of interaction; long-term) [14, p. 20].

O. I. Miheyenko combines principles into two groups: general-didactic (scholarship, systemiaticity and consistency, availability, communication education with life, consciousness and activity, visibility, individual approach, continuity) and specific (professional orientation, inter-discipline, unity science and educational activities of departments and teachers, stimulation of health-invigorative activity, innovation, and emotion) [8, p. 269–275].

S. I. Prisyajnyuk considers a complex of principles as a construct of «pyramidal» type: in the basis – the principles of students' national education; further – general methodical principles; then – the principles of students' physical education; on the top of the pyramid – the specific principles of physical education, which ensure the implementation of health-preserving technologies in the physical education of students in a special educational department [11, p. 130].

G. P. Griban singles out the principles of physical education in a special educational department: consciousness; activity; visibility; individualization; availability; consistency; differential-integral optimum; systematicity; durability; health-improving and medical-preventive orientation [3, p. 406].

Scientists emphasize that the application of principles is a prerequisite for improving the quality of pedagogical activity. Didactic principles are the bases for studying all disciplines, to a large extent determine their content, form of organization, process and educational methods. They operate at all stages of education. In accordance with the general goals and rules, they regulate the main components of the educational process. Specific principles reflect the specifics of physical culture and recreational activities extend and supplement the general-didactic principles.

**The Aim of the Research** is to determine and characterize the principles that will ensure the implementation of the methodical system of application of health-improving technologies in physical education and lifetime. **The main tasks** of the research are defined.

1. To analyze the state of the research problem in pedagogical theory and practice.

2. To justify theoretically the general-didactic and special principles of the methodical system of application of health-improving technologies in the process of physical education of students in a special educational department.

**Research Results.** The methodological block of the structural-functional model of the methodical system of application of health-improving technologies in the process of students' physical education is system-forming, that defines the functions of all other components of the system and includes the purpose, the hierarchy of tasks, source methodological approaches and principles.

Under the *«principles*» (from the Latin *principium* – the beginning) in the theory of physical education is understood the most general theoretical positions that reflect objectively the essence and fundamental laws of education and comprehensive personality development [12, p. 46]. Their implementation in the organization of educational process improves the efficiency of the process of physical education significantly. The content of the principles defines the basic requirements for the construction, content, methods and organization of the process of forming the physical culture of the individual, regulating the extent of the joint activity of the teacher (the subject of pedagogical action) and the one who is engaged (object of action). Historically, they were determined in a complex organizational system of principles through the accumulation of scientific knowledge about the interaction of social and natural in the development of values of physical culture, scientific-pedagogical and medical-biological foundations of the formation of physical culture of society and personality [12, p. 46].

To the *general-methodical principles* scientists in the field of theory and methodology of physical education include the following: *general* (humanistic orientation, harmonious personality development, communication with life, health-improving orientation) [12, p. 49–51; 3, p. 406–407, 11, p. 130]; *methodical* (consciousness, a subject-subject orientation of educational relations, visibility, activity, individualization, systematicity [12, p. 51–55; 3, p. 406–407, 11, p. 130], and *related to the construction of studies* (age adequacy, sequence, continuity, cyclicity) [12, p. 55–59; 3, p. 406–407]. The implementation of these principles has a number of characteristic features, caused by the specifics of the methodical preparation of a given contingent of students. In the context of the research it is necessary to identify the specific principles that expand and complement the general-methodical ones. The results of the theoretical analysis of the scientific works [3, p. 406–407, 6, 9, p. 15–16, 10] made it possible to determine such *general specific principles* that ensure the implementation of health-improving technologies in the physical education of students in a special educational department: health-improving, preventive direction; the principle of individualization in the use of physical culture depending on the nature and consequences of structural and functional abnormalities in the organism caused by pathological process; professionally applied orientation of educational classes on physical education (the principle of communication with life); multilingualism, which involves the creation of conditions in a higher educational establishment (HEE), of a wide choice of physical education for training and participation in physical culture, recreation and sporting events that would correspond with their preferences, interests, health, physical and technical readiness.

Thus, the use of health-improving technologies in the physical education of students in a special educational department, like any other educational process, is subject to a system of general-didactic and special principles unified to the research problem. In the process of formation of readiness for the use of health-improving technologies in the process of physical education the following principles were singled out: harmonious development of personality; communication with life; consciousness; subject-subject orientation of the educational relationships; health-improving orientation; individualization; innovation; continuity [6].

*The principle of harmonious development of personality* means that physical education should take place in a person's life proportional to the needs of society on the one hand, and the person's interests on the other.

Application of the principle of *communication with life* determines the applied function of physical education in society – to prepare future specialists for activities in the manufacture, and, if it is necessary to participate in military operations, as well as to ensure the appropriate level of vital activity of the individual in the environment.

*The principle of conscious involvement of students in the values of physical culture* is fundamental, since it defines the direction of students' cognitive activity and its management. The principle is realized in accordance with the goals and objectives of physical education classes, features of experimental learning, which include an understanding and a creative approach to knowledge acquisition. The observance of this principle provides a conscious attitude to the training process, understanding its goals, tasks, rational use of methods, the ability to analyze the classes, their evaluation, and the desire to raise the level of theoretical and practical awareness, systematic self-improvement.

*The principle of subject-subject orientation of educational relationships* involves increasing interest and activity in self-improvement, stimulating the individual self-education during physical education classes. The application of this principle in the process of attracting student youth to the values of physical culture improves interaction between students and ensures the intensity of emotional reactions, restructuring students' own behavior. The implementation of this principle presupposes the application of such pedagogical conditions in classes on physical education in which students have the opportunity to take an active personal position and fully reveal not only as an object of education, but also as a subject capable of creative self-improvement. The person's position of subjects (student-teacher) of educational and pedagogical activity is a factor that allows solving problems of creating a new methodical system of applying health-improving technologies in the process of students' physical education.

*The principle of health-improving orientation* reflects the humanist orientation of physical culture in society. The content of this principle is that physical culture should contribute to health promotion. Formation of students' physical culture should be correlated with its psychological and physiological possibilities. For students in a special educational department not only systematic physical exercises are important, but also the targeted correction of the violated functions of the body by the health-improving algorithms, providing a growing therapeutic and health-improving effect on the body. The implementation of this principle is facilitated by the use of health-improving technologies in the students' physical education, which takes into account the students' individual characteristics and provides for a clear dose of physical activity in accordance with the diagnosis in combination with preventive and health-improving means of recovery of the body. Thus, the pedagogical process should be planned and regulated in accordance with scientifically grounded approaches to strengthening the body.

*The principle of individualization* in working with students in a special educational department provides for rational dosage of physical activity, which is selected and based on their physical and functional capabilities. It also takes into account the individual psychological and emotional features of the individual, psychological and physiological requirements for future professional activities. It is important to remember that there is no load of high or low intensity, there is a load that corresponds or does not correspond to the capabilities of the body. An individual approach takes into account both physiological and mental aspects.

***Innovation*** as a principle of pedagogy provides conditions for the individuals' development, eensures their right to individual creative input, personal initiative, freedom of self-development and the achievement of their own and social goals. The benchmark is the theoretical model of the «innovative person» tested in the world. Innovative person – a person of such social and cultural development, which is capable of creative competitive work in the present conditions [4, p. 3]. Accordingly, the educational process must be transformed in the direction of individualizing educational interaction, learning, forming creative thinking and increasing the students' independent work.

*The principle of continuity* is connected with an important condition for higher education – ensuring the reliability of education as a probability that a specialist will perform his professional functions creatively and initially and continue to study after graduation.

Since the application of this principle is the most relevant and necessary in the implementation of the methodical system, let's describe it more deeply. In the broadest sense under *the sequence* is considered an objective necessary, a link between the new and the old in the development process, which involves not only the elimination of the old, but the preservation and further development of that progressive and rational, which has been achieved in the previous stages, without which it is impossible to move forward neither in development, nor in knowledge. Sequence has been seen as a link between the new one and the old through some progressive elements and a smooth transition in the context of the present with the past and the future [7]. Continuous education in pedagogy is interpreted as the purposeful assimilation of knowledge, the formation of cognition methods, the experience of creative activity throughout life, both in educational establishments and through self-education [5]. The purpose of the general continuous physical education is the formation of the scientific outlook of youth in the field of physical culture, their mastery by means, methods and forms of individual motor activity, the ability to use this activity purposefully for their own spiritual and physical improvement, strengthening and preservation of health.

Thus, continuous physical education is considered as «the process of creating individual spiritual, cultural, historical and ideological values, pedagogical technologies and methods of activity that ensure the accumulation and development of intellectual, economic, social and cultural potential» [5]. It implies the continuity of physical education programs for all age groups. This will allow the purposeful formation and consolidation of conscious, based on profound knowledge and beliefs, motivation and needs, personal physical culture and desire to take care of one's own health constantly, gain knowledge and develop abilities.

However, in the context of the research, it is necessary to distinguish specific principles that reflect the specifics of the methodical system of applying health-improving technologies in the process of psychological and physiological preparation for future professional activities: a dominant and motivational instruction; integral spatial and temporal integration; specialization; multidirectional rhythm; feedback.

*The principle of dominant and motivational instruction* in the pedagogical process of psychological and physiological training determines: the duration of the direction of physical training; activation of motivation for performing certain exercises and loads; the correspondence of pedagogical influences (phases) to the final target activity. It is necessary to use means of physical training in such a way as to avoid simultaneous parallel domination of pedagogical processes.

*The principle of spatial and temporal integration* involves the formation of means of physical influence on the body and the sequence of their alternation, which ensures the formation of a certain adaptation complex of changes in the body. According to this principle, the spatial and temporal characteristics used in physical training correspond to the system of psychological and physiological training. The volumes and structure of general, special and professional means applied to physical training are determined.

*The principle of specialization* determines the quantitative characteristic of the use of physical means for the formation of certain qualities in accordance with the requirements of the functioning of the body and future professional activities. According to this principle, the correlation between different types of psychological and physiological training is established.

*The principle of multidirectional rhythm* involves the alternation of loads of different nature, their total volume, the ratio at each stage of preparation with their other components (sensory, mental and vegetative).

*The principle of feedback* is implemented in the system of training by determining the necessary, in accordance with the program, psychological and physiological qualities, their comparison with the programmed results that are necessary to achieve the ultimate goal. This allows making adjustments to the program.

Such a comprehensive approach in psychological and physiological training enhances the effectiveness of the formation of professional skills, reduces the tension of the psychological and physiological state during professional activity, ensures the reliability of professional functions in extreme conditions, strengthens health, increases working capacity, promotes the continuation of professional longevity.

**Conclusions and perspectives of further research.** It is established that the educational principles are the research subject of a large number of scientists. There are various approaches to determining the number of educational principles, their content and ways of implementation in practice. In the research the principles are synthesized in the system of a unified pedagogical process. The task of the following scientific investigations can be the creation of an updated methodical system of health-improving technologies in the process of students' physical education and its successful implementation in the health-preserving educational space of a higher educational establishment.

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Стаття надійшла до редакції 19.09.2017 р.