

# *Physical Education of Different Groups*

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## **ANALYSIS OF THE TARGET COMPONENT OF SPORTING AND MASS PARTICIPATION EVENTS IN HIGHER MILITARY EDUCATIONAL ESTABLISHMENT OF THE ARMED FORCES OF UKRAINE.**

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### **Abstracts**

Physical fitness of servicepeople is the basis of their combat readiness. Therefore, a lot of attention is paid to its providing from the first years of service of them. However, practice shows that as a result of a decrease in interest in physical culture and sports in modern society, people without prior sports experience and with a level of physical readiness which does not meet the requirements of combat training, and especially the military activities of military specialists, enter military educational institutions. Those psychological and training methods adopted in the Armed forces nowadays may only improve the readiness of future officers to the minimum necessary level, but they are not enough to form a conscious attitude to physical training in servicepeople, they fail in creating a stable motivation to maintain physical fitness at the required level throughout the entire service.

Physical improvement of cadets is carried out in several organizational forms. Every of these has different potential in terms of upbringing the physical culture of future officers. On the point of certain features of organization and carrying out physical training lessons the highest possibilities owns sports mass work. That is why we decided to examine the state of sports mass work in the military educational institutions of the Armed Forces of Ukraine. To find out its' pedagogical potential efficiency in training cadets personal physical culture – the foundation for their long term physical activity, in particular, formation of a military professional as a whole.

We have found that, a lack of a specificity in guidance documents on the training of military personnel and absence of a single well-defined accurate target set of sports work in military schools has led to demotivation and making emphasize only on points, estimates and taken places and, most importantly, loss of connection with the educational process.

The main conclusion of our study is that in the present form of sports-mass work in military educational institutions is not able to cultivate the personality of a cadet, to form his personal physical culture and valuable attitude to physical training.

**Key words:** physical training, sports mass work, education of physical culture, cadets.

**Євген Анохін. Аналіз цільового компонента спортивно-масової роботи у вищих військово-навчальних закладах Збройних Сил України.** Фізична підготовленість військовослужбовців є основою їхньої боєздатності. Тому їй забезпеченню приділяють багато уваги з перших років служби військовослужбовців. Однак практика засвідчує, що внаслідок зниження в сучасному суспільстві інтересу до фізичної культури й спорту, до військових навчальних закладів поступають особи без попереднього спортивного досвіду та з рівнем фізичної підготовленості, який не відповідає вимогам навчально-бойової й особливо бойовій діяльності військових спеціалістів. Прийнятими на сьогодні в збройних силах психолого-педагогічними методами в кращому випадку вдається підвищити підготовленість майбутніх офіцерів до мінімально необхідного рівня, але сформувати в них ціннісне ставлення до фізичної підготовки, стійку мотивацію підтримувати фізичну підготовленість на необхідному рівні впродовж усієї служби не вдається.

Фізичне вдосконалення курсантів здійснюється в декількох організаційних формах. Кожна з них володіє різним потенціалом із погляду виховання в майбутніх офіцерів фізичної культури. Унаслідок особливостей

організації й проведення найвищими можливостями в цьому плані володіє спортивно-масова робота. Саме тому ми вирішили дослідити стан спортивно-масової роботи у військових навчальних закладах Збройних сил України, вивчити, як ефективно використовується її педагогічний потенціал щодо виховання в курсантів особистісної фізичної культури – основне для їх багаторічної фізичної активності, зокрема, і формування військового професіоналу в цілому.

Нами встановлено, що невизначення керівними документами з фізичної підготовки військовослужбовців єдиної чітко сформульованої конкретної цільової установки спортивно-масової роботи у військових навчальних закладах послужило причиною зміщення акцентів спортивно-масової діяльності у військових академіях із виховання особистості майбутніх офіцерів на суто кількісні показники – бали, очки й місця та, головне, утрати зв'язку з освітнім процесом.

Основним висновком нашого дослідження є те, що в цьому вигляді спортивно-масова робота у військових навчальних закладах не в стані служити справі виховання особистості курсанта, формуванню в нього особистої фізичної культури та ціннісного ставлення до фізичної підготовки.

**Ключові слова:** фізична підготовка, спортивно-масова робота, виховання фізичної культури, курсанти.

**Евгений Анохин. Анализ целевого компонента спортивно-массовой работы в высших военно-учебных заведениях Вооруженных сил Украины.** Физическая подготовка военнослужащих является фундаментом их боеготовности. Поэтому её обеспечению уделяется много внимания с первых лет службы военнослужащего. Однако практика свидетельствует, что в результате снижения интереса к физической культуре и спорта в военные учебные заведения поступают лица без предварительного спортивного опыта и с уровнем физической подготовленности, который не соответствует требованиям учебно-боевой и особенно боевой деятельности военных специалистов. Принятыми на сегодня в вооруженных силах психолого-педагогическими методами в лучшем случае удаётся повысить подготовленность будущих офицеров до минимально необходимого уровня, но сформировать у них ценностное отношение до физической подготовки, устойчивую мотивацию поддерживать физическую подготовленность на необходимом уровне на протяжении всей службы не удаётся.

Физическое совершенствование курсантов осуществляется в нескольких организационных формах. Каждая из них владеет разным потенциалом с точки зрения воспитания у будущих офицеров физической культуры. В силу некоторых особенностей организации и проведения наивысшим потенциалом в этом отношении имеет спортивно-массовая работа в военных учебных заведениях Вооруженных сил Украины. Выяснили, как эффективно используется её потенциал относительно воспитания у курсантов личной культуры – основы для их многолетней физической активности, в частности, и формирования военного профессионализма вообще.

Нами установлено, что в результате отсутствия в руководящих документах по физической подготовке военнослужащих единой чётко сформулированной целевой установки спортивно-массовой работы в военных учебных заведениях послужило причиной смещения акцентов спортивно-массовой работы в военных академиях с воспитания личности будущих офицеров исключительно на количественные показатели – баллы, очки, места и, главное – потери связи с образовательным процессом.

Основным выводом нашего исследования есть то, что в существующем виде спортивно-массовая работа в военных учебных заведениях не в состоянии служить делу воспитания курсанта, формирования у него личной физической культуры и ценностного отношения к физической подготовке.

**Ключевые слова:** физическая подготовка, спортивно-массовая работа, воспитание физической культуры, курсанты.

**Introduction.** Physical education (PE), physical development and formation of physical readiness (PR) of cadets of higher military educational establishments takes place in various organizational forms, one of which is sports-mass work (SMW). Due to the features of the use of tools and methods, each form has its own degree of effectiveness in solving the tasks of physical training (PT) of military personnel. In this regard, the SMW belongs to the place immediately after the training lessons – the main form of physical improvement of military personnel. In the process of SMW, the cultivation, recreation, educational and disciplinary functions of the PT can be successfully carried out. This is precisely why interest in finding ways to increase the pedagogical potential of this form of physical improvement of future officers is not only in the aspect of increasing their professionalism, but also the formation of personal physical culture (PC) in them, in particular, the value relation to the PT, as the preconditions for its effectiveness in general.

**The purpose of the work:** determination of the status of SMW in the Higher Military Educational Establishment (HMEE) at the present stage of the development of the Armed Forces of Ukraine (AFU) and

the prospects for its further use for the education of cadets about value attitude to physical improvement as a necessary prerequisite for ensuring the proper level of their PR to perform tasks for combat and functional purposes.

**Methods and organization of research:** analysis of literary sources and research, analysis and synthesis.

**Analysis of research and publications.** Analysis of scientific research and publications shows that individual studies are devoted to the problem of SMW. All of them are devoted to the analysis of other areas of development and improvement of the system of the SMW of HMEE. The predominant direction of these studies is the organizational form of this form of PT in order to increase its effectiveness for the development of motor skills of cadets of the HMEE [15; 16; 17]. The problem of increasing the pedagogical potential of SMW in the aspect of upbringing of future officers, the formation of their personal physical culture, in particular, the value relation to the PT in existing publications is absent. There is no analysis of the system of SMW, its city in the pedagogical process of military specialists.

**Presenting main material.** In order to characterize the situation, that prevailing at the Higher Military Educational Establishment of the AFU in the field of sports, it is now necessary to determine the qualitative state of the contingent entering military institutions, so to speak, when it «enters» into the system.

Numerous studies of entrants of the HMEE (Yu.O. Borodin, O. G. Piddubnyy 2003, A. M. Oderov so-author, 2015, I. S. Ovcharuk 2010, O. Nebozhuk so-author, 2016, S. V. Romanchuk 2013) [4; 9; 10; 11; 15; 19], prove the presence of a pronounced negative dynamics of their physical fitness. The reason for this phenomenon is a significant decrease in the number of children's and youth schools, and hence the number of children and adolescents engaged in one or another sport [6]. Consequently, every year, the smaller number of people with pre-sport experience is getting to the HMEE.

It is precisely the previous sport experience of the entrants to the HMEE that has the greatest interest in the subject of our study and, accordingly, to increase the pedagogical potential of the SMW in the HMEE in order to form the value attitude of the students to the PT, and thus to the tasks of physical improvement of the servicemen. After all, as you know, the value attitude to any activity is formed in the activity itself.

The nature of the changes that have taken place in the sports fitness of university entrants can be traced in three ways: the percentage of entrants who do not have sports titles with different sports titles (up to 1 level) and athletes of senior levels (I, KMS, MS).

The choice of such indicators is due to the fact that, in addition to the fact that these indicators characterize the previous experience of sports in those who enter the HMEE, until recently, athletes with a level of preparation for 2 title form the basis of mass sports, and the eldest – the basis of the teams of the HMEE.

The data in Table 1 clearly indicate a gradual increase in the first indicator and a decrease in the second and third. At present, the values of these indicators reached their maximum. Already on the basis of these data it is necessary to conclude that the organization of mass sports in the HMEE needs to be changed, as most of the entrants are more than ever experienced in sports.

Table 1

**The proportion of candidates for cadets with different levels of sports qualification in different years of research, %**

Sports qualification	Years of research								
	1975	1982	1991	1995	1997	2000	2008	2012	2016
Without title	52,4	51,9	70,4	82,5	85,3	86,4	87,1	87,6	89,0
Junior, III and II titles	41,7	40,0	22,2	13,1	10,3	8,5	9,1	8,3	5,0
I title, CMS, MS	5,9	8,1	7,4	4,4	4,4	5,1	3,8	4,1	6,0

**Note:** data for 1975, 1982, 1991 year are indicated by the results of the research of VIFK (St.Petersburg) – NDR «Prizov», «Unification», «Anchar»; 1995, 1997, 2000, 2008, 2012, 2016 – based on the results of own research on the basis of Hetman Petro Sahaidachny National Army Academy (Lviv city).

Reducing the athletic and physical fitness of current entrants is a consequence of the imperfection of the system of school physical education of Ukraine, which at the present-day historical stage does not solve the problems of physical development of the younger generation and undergoes conceptual changes [6].

Critical condition of the system of physical training, fitness and sports (FS) was recognized at the state level in the Target Complex Program «Physical Education – Health of the Nation» (1998). And in the National Doctrine of fitness and sports (2004). In particular, the Doctrine acknowledged that public opinion and social practice largely ignored the abilities of the FS in solving many important social issues. It was pointed out that there was no effective propaganda of FS and a lack of involvement of the population in systematic exercise by physical exercise (only about 6 % of the total population). The document cited the reasons for the critical situation of the FS system. The strategy of their elimination is determined. The mass and accessibility of sport in society – sport for all, were determined as ways of the development of the PT system of Ukraine [6].

Innovative processes in the system of PT, and in particular in the school system, proceed quite slowly and it is not expected to achieve a positive result in the short term. Therefore, given the low level of athletic and physical fitness of persons entering the HMEE, on the one hand, and the objective need to provide the PR of future officers to successful professional activities in combat conditions – on the other hand, the problem of increasing the effectiveness of the process of physical education of cadets in the walls of the HMEE are the most urgent problem in modern conditions. And start solving it, according to S. V. Romanchuk [14] and Ye.D. Anokhin [1] it follows from the formation of a future attitude of officers to the PT and, preferably, from the beginning of studying at the HMEE. The largest potential for the formation of value attitude to physical improvement is the SMW [2]. From it, in our opinion, and it is necessary to begin reforming the forms of PT of cadets.

The study of the status of SMW directly in the HMEE of the Armed Forces of Ukraine should begin with quantitative and qualitative parameters of its functioning.

In accordance with the requirements of the systematic approach, it is assumed that the goal of the SMW, as in the pedagogical system, should be. The goal is the system-generating factor of any system. No goal - no system. [5].

However, the Provisional Instruction on Army Physical Training of the Armed Forces of Ukraine in 2014 the goal of the SMW does not formulate. In the main document on the organization of the PT of the Armed Forces, it is replaced by definitions that in general form reflect the orientation (functional purpose) of the SMW [18].

According to many experts, without a precisely formulated, understandable and specific goal, the high efficiency of any pedagogical system is impossible. The lack of well-defined goals may lead to the selection of wrong or unnecessary decisions and actions or the risk of «proposing the best ways to perform unnecessary functions or the best ways to achieve unsatisfactory end results» [11].

In order to detect the consequences of the lack of a clear target for the SMW in the EPT-2014, we decided to study the goals of this form of PT and its separate components (subsystems) at the HMEE. For this purpose, we became acquainted with the orders on the organization and holding of SMW in the Armed Forces of Ukraine (Army, some HMEE, Hetman Petro Sahaidachny National Army Academy, the Zhytomyr Military Institute named after S.P. Korolov, and the Military Institute of the Kyiv National Taras Shevchenko University).

Careful study of orders allowed to reveal that there are differences even in the formulation of the system. In the orders of some institutions there are no goals or SMW as a whole, or those or some of its components. Goals for the same components vary in number and direction. In total, 15 (!) Definitions of SMW goals are given in the orders, while in the EPT-2014 they have only 4, 5 goals for the surveys of the SMW and 12 for the sports events (competitions for the championship institutions). Many goals are abstract, precarious, and in some cases incorrect. Thus, the objectives of the SMW include «popularization of military service» and «determination of the state of the personnel PT», and to the objectives of the competition – «improvement of professional level and skill of servicemen», «popularization of military service» and «establishment of the authority of the Armed Forces among the civilian population».

The general thing for all the HMEE, with orders we have got acquainted with, is the availability of conversion goals, in the form of standards from the military-sports complex and athletic discharges, development of qualities: physical and «military-professional». Even without taking into account the abstract nature of these goals, it should be noted that it is not about the integrity of a person, but its parts – qualities.

The second most important feature is the lack of goals of learning - that is, the goals that reflect the cognitive type of activity. Perhaps such a situation would be acceptable in the presence of a contingent, for which orders are developed, a high level of athletic fitness. But, as was shown above, there are no such prerequisites.

Value-orientation kind of sports-mass activity, which in the pedagogical process is education, in the orders is not provided at all. Consequently, in the process of SMW, it is not expected to educate the integrity of the personnel of the military.

With all the diversity of goals and objectives, it should be noted that in the vast majority of them, they have a declarative character, and, consequently, non-compliance with the requirements imposed on the objectives of the activity.

There are many definitions of the notion of «purpose», but with all their diversity, each of them can find some invariant signs. Here are just the most famous of them, which are more commonly used in various fields than others. Consequently, different authors understand the «desired state of the object», «desired state of the object in the future», «model of future results», «model of the desired future», «long-term desirable result», «future state of the system, state, to which it aspires to», «the end result, the product – goal of the creation of system». In psychology, the goal is understood as the representation of the subject about the outcome, as an image of a product that satisfies a certain motive and need [7].

The list of definitions given is far from complete, but it shows that one of the invariant features indicated in the definition of the goal is the image of the future result. But, based on the goals of the SMW of the HMEE, defined in the orders, the future outcome is not specifically defined and the target «field» is very broad and blurred. The most definite is the wording «Determination of units (parts, HMEE), which have achieved the best results in the organization of PT and SMW». It is the indicators of the summing up of sports work, probably, and is «the end result», for the achievement of which the system is created and functions [3].

When studying the system of the SMW of the HMEE, it is impossible to ignore the system of summing up the SMW. Judging by HMEE orders, there is no clear holistic system of estimation of the results of the operation of the SMW in the suburbs and the HMEE in general. Instead, there are two separate, non-interconnected systems for assessing the participation of teams of subdivisions in the HMEE championship and in the review of the SMW.

Superiority of units in the HMEE championship is determined by the smallest amount of seats occupied by teams of units in the championship competitions of the HMEE.

Plots for departments in the Survey of SMW are determined by the sum of the points accrued to the units for the state of physical readiness of the personnel for the execution of the soldiers of the corresponding sports qualification «Warrior-athlete» (higher qualification, first, second or third class); for getting cadets rating «excellent» for physical readiness.

In fact, all of these indicators are reduced to the implementation of the personnel of the estimated standards of four exercises of the military-sports complex: running 100m, pulling or lifting force on the crossbar, running 3 km, general control exercises on the obstacle course, and in addition, a certain exercise in weight sports.

At the level of the Armed Forces of Ukraine, the definition of the best HMEE for the organization of SMW takes place in accordance with the indicators specified by the order of the Chief of the General Staff of the Armed Forces of Ukraine No. 459 dated 12/28/2017. These are:

1. The performance of the teams of the HMEE in the AFU Championships.
2. Performance of athletes of the HMEE at the World and European Championships, the Championship of the Armed Forces of Ukraine, at international competitions on professional-use sports in the composition of the teams of the Armed Forces, participation in which is carried out on the relevant commission.

3. Training of athletes of higher qualification (Masters of Sports of Ukraine, Masters of Sports of Ukraine of International Class, Honored Masters of Sports of Ukraine) determined by the order Olympic and non-Olympic sports.

Thus, the «future outcomes» of the SMW system in the HMEE are established and determined in the form of appraisal norms, standards for sports, and places that the teams of the HMEE have occupied in competitions and the number of trained athletes of the highest qualification. Probably, such «future result» of the system of SMW in the HMEE would not cause objections to organizations whose main activity is sport. But for a pedagogical system such a goal setting is precisely the goal, in our opinion, is not acceptable, since such facts indicate the existence of deformation of the purpose of pedagogical activity, in which the personality of the cadet, in essence, remains outside the field of view, and the social utility of the purpose is significantly limited. Apparently, exactly about such a situation in sports said the founder of physical education PF Lesgaft: «... if victories in sports become an independent goal, ready to justify any means of achieving it, then such a sport is not in favor ...» [8].

Consideration in assessing the effectiveness of the system of the SMW of the HMEE of the indicators that are inherent in the sport system of higher achievements, determine the connection of mass sports in the HMEE, and in general all the pedagogical process, with the sport of higher achievements. But, in our opinion, at present, in the theory of PT military personnel, there are no grounds for using the sport of higher achievements in the military-educational system in the form that it has now. Sport of higher achievements can not function within the PT military personnel, since its functioning has other goals. And the introduction of these indicators for assessing the functioning of the SMW is determined not by the internal needs of the SMW system, but by external factors. As a result of this, unreasonable expenses of office hours are provided by the teachers of the departments of physical education, special physical training and sports of the HMEE, which they spend on conducting training sessions with the members of the teams and organizing various competitions that are not directly related to the military-educational process and military- professional formation of future officers; biased evaluation of the quality of athletic work in the HMEE. These circumstances, according to many experts, are a deterrent to the development of mass sports [20]. Their roots go back to the Soviet PT system, which served the existing political line at that time and whose main goal was to prove in any way its advantages. And their survivability is explained exclusively by the inertia of social systems in general and military in particular.

In HMEE, the goal of the SMW declared "the involvement of servicemen in systematic sports," in our opinion, is rather ambiguous, since it involves the possibility of achieving it both on the basis of a personal approach and through team methods, which, as practice shows, is more widespread.

#### **Conclusions:**

Thus, the analysis and synthesis of the guidance documents developed by the Armed Forces and some of the Higher Military Educational Establishment, those provisions put forward as goals and objectives allow us to draw some conclusions:

1. Sports-mass work of the Higher Military Educational Establishment of the Armed Forces is not a system.
2. A characteristic feature of sports-mass activity as a pedagogical process is the neglect of a particular person in its integrity, which is expressed in its focus on the predominant development of one or another qualities.
3. The target link of the sports-mass work with the formation of the physical culture personality is not reflected.
4. There are no training goals and abstract education goals in the sports-mass work.
5. There is no connection with the higher education system – the educational process and, consequently, future professional activities. And, on the contrary, the presence, the negative impact on it of sport of higher achievements, which has been actively implemented in the system of the sports-mass work of the Higher Military Educational Establishment recently.
6. Presence of restraining factor in the development of mass sports – indicators of sport of higher achievements.

The achievement of the goal of the functioning of any system is achieved through the application of certain specific tools for each system. Effectiveness (speed and accuracy) to achieve the goal depends to a

large extent on the correct means of choice. Means of sports-mass work are training sessions and competitions. Their study and analysis will be the subject of our further research.

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