

MOTOR ACTIVITY SKILLS IN PHYSICAL EDUCATION LESSONS



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Abstract. The article examines the efficiency of motor activity skills in physical education lessons. It reveals the principles of health-improving orientation of physical culture in the organization of physical education, and, in particular, physical exercises, with the purpose to contribute to the prevention of diseases of students and strengthen their health. It is justified that a special place and responsibility in health activities is assigned to the educational system. It has all the possibilities to make the educational process health-preserving, and it is not just about the health of modern schoolchildren, but the future of Ukraine.

Keywords: *skills, healthy lifestyle, physical education, educational process, physical culture and health activities, formation, facilities, exercises, qualities.*

Introduction

Scientific studies show that human health is determined by more than 50% of life conditions and style, that is, most of it depends on the correct organization of motor activity. Physical activity is an essential component of every person's life. Organized physical activity further contributes to leading a healthy lifestyle, which, in turn, has a positive effect on the general level of well-being; prevention of non-infectious diseases; reducing the impact of bad habits on the body, the number of antisocial manifestations and depression.

Life skills that contribute to physical health include the skills of motor activity. It includes morning exercises, regular physical education, and sports.

Physical culture affects the mental development of students. Physical exercises stimulate mental activity and act on the cerebral cortex through all body systems. It has been established that memory, attention and thinking are improved after short-term intensive loads. In order to bring up the constant need for regular physical exercises, which should turn into a habit, it is necessary to achieve the student's understanding of the necessity of such exercises in order to achieve success in education, life and work.

At the same time, motor activity in physical education classes is the most important means of education. The main qualities that characterize the physical development of a person are strength, speed, dexterity, flexibility and endurance. Improving each of these qualities also contributes to strengthening health, but not to the same extent. A physical education teacher does a lot of work aimed at preserving and strengthening health. The priority direction of such work is the promotion of a healthy lifestyle, familiarization with the movement regime and homework, which have a positive effect on health. Therefore, the problem of motor activity in physical education lessons remains relevant and timely.

Scientific works and manuals in the following areas were **devoted to the researched problem**: formation of a healthy lifestyle of schoolchildren in the educational process H. Bohdanova (2000), V. Horashchuk (2005), O. Yeresko (2005).

The "Encyclopedia of Education" (2008, p. 1040) defines health as "a dynamic state of the body, which is characterized by high energy potential, optimal adaptive reactions to changes in the environment, which ensures harmonious physical, psycho-emotional and social development of the individual, his active longevity, full life, effective resistance to diseases".

The purpose of the article is the teaching of motor activity in physical education lessons.

It is known that the state of health is influenced by a number of socio-hygienic and biological factors. The current state of organization of the educational process in modern schools, the intensification of learning, and the growing amount of information require schoolchildren to exert more and more physiological systems of the body. As a result, it causes a high load on adaptation mechanisms and increases neuro-

emotional tension. In this regard, chronic non-infectious diseases of the respiratory, nervous, cardiovascular, endocrine and other body systems are becoming increasingly common among modern schoolchildren.

Basic tasks of motor activity in physical education lessons are: Strengthening health, correcting body defects, increasing the body's functional capabilities; Development of mobility qualities: speed, flexibility, strength, speed-strength qualities, coordination, endurance; Education of initiative, independence, formation of an adequate assessment of own physical abilities; Cultivation of healthy lifestyle skills, habits of independent physical exercises and selected types of sports in free time, organization of active recreation and leisure; Education of mental, moral and volitional qualities and personality properties, self-improvement and self-regulation of physical and mental states.

Thus, the formation of healthy lifestyle skills in schoolchildren includes: fostering students' interest in physical exercises; arming them with knowledge of physical culture, physiology and human hygiene; developing beliefs in the need to systematically engage in physical education; practical training of students to do physical exercises on their own every day during school and after-school hours.

The task of sports sections and clubs is to activate the motor mode of students, to expand their knowledge and motor skills, to form the need for regular physical exercises. The orientation of classes should ensure versatile physical development of students, their mastery of the school of movements, the formation of correct posture, and improvement of the quality of assimilation of the curriculum material. Willpower, courage, determination, perseverance, confidence in one's abilities, desire to win, stability, endurance, discipline – all these qualities, which are cultivated in the process of classes in sports sections, clubs, help them in life and study. Physical culture and sports formed the spiritual world that made it possible to influence the moral and ethical development of the personality of students.

In this regard, the physical culture of a schoolchild should be viewed not only as physical exercises, procedures, and hardening. The concept of physical culture also includes a wide range of concepts that refer to classes on the correct regime of

rational nutrition, compliance with hygiene rules, and the development of healthy habits. Having set the goal to form healthy lifestyle skills by means of physical culture and health work, first of all it is necessary to ensure comprehensive, harmonious physical development of children, to create prerequisites for successful schooling. There is an optimal mode of motor and physical activity for each student with a certain level of physical development and motor readiness (Leontieva, 2004, p. 232). Therefore, the first task of the teacher is to motivate the student to engage in motor activity.

Thus, the motive is a factor that transforms settings into active activity, enables the subject of activity to compare specific situations with the system of values that guides his behavior. That is why motives include: human purposefulness (aspiration to achieve a consciously set goal); desire; love; curiosity; interest; sustained interest; professional interest; vital need. Cognitive interest is the most important motive for educational activity.

The essential pedagogical conditions that contribute to the support and development of a deep and stable interest of schoolchildren in physical education are: a variety of means, methods, ways of organizing students in lessons; application of game and competitive methods at the stage of improving learned movements; ensuring a clear, accurate, deep understanding by students of the meaning of each educational topic, section of the program; setting specific learning and training tasks for students; use of non-standard inventory and equipment; encouraging students to independently engage in physical exercises outside of school hours, using a system of incentives, etc.

Special attention in the physical education of children and young people is paid by the scientists to the use of innovative technologies that contribute not only to improving motor skills and maintaining a healthy lifestyle, but also to increasing motivation for physical education and sports.

The physical education lesson will be more attractive if the teacher is able to convey the essence of the introduction of interactive technologies. Thanks to this, it is possible to have a new influence on the process of the formation of the student's personality, to increase its effectiveness both in the physical education lesson and in extracurricular forms,

to direct it to the child's physical development, to the development of physical and mental abilities.

The essence of interactive learning is the active interaction of all students, it is co-learning, mutual learning (collective, group, cooperative learning), where both the student and the teacher are equal, equivalent subjects of learning. The organization of this training involves modeling life situations, using role-playing games, joint projects, solving problems based on the analysis of various situations. It effectively contributes to the formation of skills and abilities, the development of values, the creation of an atmosphere of cooperation, interaction, and enables the teacher to become a real leader of the children's team.

Students learn to be democratic, communicate with other people, think critically, and make thoughtful decisions during interactive learning.

The interactive form of student activity in the physical education lesson is a specific socio-pedagogical structure (organization system) of the process of forming the physical education of an individual (child, student, adult). It is carried out through the interaction of the subject with the surrounding environment with the aim of enriching individual and social experience in the context of physical and spiritual improvement. The essence of interactive learning is that the learning process takes place only during the constant, active interaction of all its participants. This is the interaction of learning processes, mutual learning (collective, group, cooperative learning), where the student and the teacher act as equal subjects of learning who understand what is happening and what they are doing.

Students master all levels of knowledge: Knowledge → Application → Analysis → Synthesis → Evaluation.

Practice has proven that interactive technologies teach children to learn. The teacher acts as an organizer of the educational process during interactive learning. The main thing in the process of interactive learning is the interaction and cooperation of students and the teacher, when positive learning results can be achieved only through the mutual efforts of its subjects. Students take mutual responsibility for learning outcomes. They understand the essence of the task and are interested in its

successful completion. The latter intensifies the process of mastering the learning material by students. The role of students changes by using interactive methods. Their activity increases over the activity of the teacher, whose task is to create conditions for proactive student work. Students' motivations for learning become internal, become the interest of the student himself. In addition, the role of the teacher's personality, his authority, increases significantly. The teacher reveals himself more to the students, acts as a leader, organizer.

Conducting a physical education lesson using interactive teaching methods is preceded by a preparatory stage. It is carried out according to the scheme: study the program material, think through the scope and content of the tasks for groups of students, plan the lesson, determine the time for the implementation of each of its components, feed questions for group participants. Develop criteria for evaluating the effectiveness of the group's work. Think about the means of motivating students' activity in the lesson: to choose interesting situations, problematic tasks; constantly announce the positive achievements of students. Enrich the arsenal of methodical approaches to stimulate the conscious attitude of students to various tasks in the lesson.

Proper physical education greatly contributes to the child's full-fledged psychological development and improvement of his motor functions. The body develops comprehensively and is systematically exposed to various physical loads, including physical exercises. It is known that there are more than 630 muscles and 230 joints in the human body. Their normal functioning requires intensive and systematic loading of each of them. However, only a limited number of muscles and joints are involved in performing a certain exercise. Therefore, it is necessary to use a complex of various exercises that would ensure the functioning of all muscles and joints for more optimal physical development. The more muscles involved in performing a specific physical exercise, the more significant physiological (in organs) and biochemical (in cells) changes occur in the body, the more effective their influence on the comprehensive physical development of the child.

The use of physical education in the school program occupies a central place in the

system of preventive measures aimed at improving health. Its level is sharply decreasing due to the consequences of urbanization, negative environmental effects, stress factors and other factors. It is important that schoolchildren realize the importance of physical education and feel the need for it, because physical education is gradually reduced to meaningless physical exercise taken from culture, sports, games, sincere communication and relationships. Hence the decrease in interest in physical exercises, insufficient readiness of children to move to the organization of self-active forms of physical education.

Favorable factors of recovery, which are components of a healthy lifestyle, include the following: active motor activity; optimal day mode; balanced nutrition; compliance with the rules of personal hygiene; absence of bad habits; positive emotions.

An individual approach in modern conditions is considered optimal in organizing motor activity. The duration of motor activity is not the most important thing, but also its intensity, taking into account the individual characteristics of the child (gender, age, state of health, physical development, and physical readiness for a certain moment). A significant place in the implementation of this approach is given to both constant medical and pedagogical control. It includes the participation of medical workers, physical education teachers, other teachers who take part in the organization of motor activity of schoolchildren, and self-monitoring of the correspondence of physical load to the capabilities of the body, the skills of which children acquire in physical education lessons upbringing. This process also involves parents, especially for elementary school age. The issue of monitoring motor activity at different levels is not resolved, which is essential for establishing the actual level of motor activity of different groups of children, identifying possible risk factors for health related to this and their correction. In particular, the issue of monitoring motor activity is considered in the context of monitoring the health of children and adolescents.

The principle of the health-oriented orientation of physical culture consists in the organization of physical education, and in particular, physical exercises in such a way that they contribute to the prevention of

diseases of students and strengthening of their health. Such a combination of explanatory and educational work and various forms of practical exercises with physical exercises should be provided in the course of physical education. Physical culture should become a recognized mandatory component of the regime for the schoolboy. Physical education of secondary school students, the system of schoolchildren's physical education and sports includes the following interconnected forms: physical education and sports sections, sports competitions); extracurricular sports mass work and physical and cultural health activities at the place of residence of students (classes in children's and youth sports schools, tourist groups); self-study of students with physical exercises at home, school and yard playgrounds, stadiums.

Special attention should be paid to rehabilitation work with weakened and sick students. Special physical therapy classes are held for such children outside of school hours. The focus of educational and extracurricular work on physical culture on mass coverage of students with systematic physical culture and sports greatly contributes to strengthening the health of school children, increasing the level of their physical and mental capacity.

Gymnastics before classes is held at the school in 20 minutes before the start of classes. It contributes to solving certain educational and organizational tasks. Unlike morning exercise, gymnastics before classes has some restrictions (it is performed in school uniform). However, all this does not reduce its properties for the development of physical culture of schoolchildren. After all, it's no secret that morning gymnastics at home has not become mandatory for most secondary school students. There is no need for gymnastics before classes only if children are massively involved in daily morning exercises.

It is recommended to set aside 1-2 minutes for a physical activity at each lesson, especially the third and subsequent ones. It is necessary to ventilate the classroom before it. Then, students perform a series of physical exercises under the guidance of the teacher. Particular attention is paid to those exercises that help prevent the negative impact of a sedentary lifestyle on the physical development of the child (impaired posture and deformation of the body structure),

contribute to greater saturation of the body with oxygen.

The organized holding of games, competitions and physical exercises during long breaks is an important physical culture and health-improving means in the regime of the school day. It is known that the effectiveness of students' rest and their preparation for learning depends on how they spend their breaks. It is recommended to select physical exercises in accordance with the age capabilities of schoolchildren during long breaks.

Breaks should be held in the fresh air and in winter. At the same time, children should constantly move and perform exercises more intensively. It is desirable that all physical culture and health facilities during long breaks are carried out in the game room, and if the level of preparation of students is approximately the same, then in a competitive form. The teacher should organize on breaks only games or motor actions already mastered by the students. Daily gymnastics at the school before classes, minutes of physical education, and mobile breaks contribute to increasing not only the physical, but also the mental capacity of students.

Extracurricular health work, sports and mass work at school. Mass physical culture and sports activities are held at the school in extracurricular time.

They provide: deeper assimilation by students of the program material studied in physical education lessons; fulfillment of the normative requirements of the physical education program and state tests by students who fail to keep up; organization of systematic classes in various types of sports according to the interests of students; holding mass sports competitions in various types of sports, tourism.

The main goal of extracurricular physical culture and sports work is to involve every student in independent, daily exercise in the fresh air. In modern conditions, a physical education teacher teaches an average of 200-300 students. It is necessary to organize daily physical culture and mass work by all pedagogical means, one of which is to accustom students to independent physical exercises at their place of residence.

All forms of physical education and sports classes, which are conducted in the process of educational and extracurricular work, must meet the main requirement to promote the

involvement of each student in daily independent physical education and sports classes. Human health also largely depends on the scope of his knowledge and practical skills in using the healing forces of nature (including cold) to strengthen health and prevent diseases. Conscious use of hardening procedures requires a certain level of physical education from the child. It is formed in students during all years of schooling through explanation, persuasion, organization of practical activities in lessons and in extracurricular work.

Hygienic conditions are very important among the means of physical and recreational work. This includes the routine of the day, which is understood as a strictly structured routine of everyday life, the rational distribution of time for work and rest, sleep and nutrition. The exact execution of the routine of the day cultivates in a person such valuable qualities as discipline, accuracy and

organization. The daily routine of a schoolchild should include: morning gymnastics with water treatment. The day regime also provides for a strict order and time for eating, resting and preparing for sleep.

Thus, it follows that the formation of a healthy lifestyle among schoolchildren includes: education of students' interest in physical exercises; arming them with knowledge of physical culture, physiology and human hygiene and developing beliefs in the need to systematically engage in physical education; practical training of students to do physical exercises on their own every day during school and after-school hours. So: the goal of all health-preserving educational technologies, means, techniques is to form in students the necessary knowledge, abilities and skills of a healthy lifestyle, to teach them to use the acquired knowledge in everyday life.

Conclusions

Summarizing the results of the conducted research, it can be concluded that the main tasks of the physical education lesson at the current stage are: to preserve and strengthen the health of children, to form a positive motivation for a healthy lifestyle, the effectiveness of pedagogical activities for the formation of health-preserving competence of students, to direct it to the development of healthy lifestyle skills, to the formation positive motivation for sports. The above data allow for a wider implementation of innovative learning technologies, the use of the above-mentioned means and forms of physical culture and health work.

The problem of optimizing the motor activity of children and adolescents is multifaceted, requiring the attention and interaction of specialists of various profiles and parents. The main directions of its solution include: formation of motivation to observe the movement regime in children of different age groups; creation of organizational and pedagogical conditions necessary to optimize the motor activity of children and adolescents during their stay at school and in their free time; monitoring of motor activity of schoolchildren, in particular, in the context of health monitoring. The improvement of competence regarding the motor activity of children and adolescents of teachers of general secondary education institutions takes an important place in solving the problem.

Further intelligence should be directed to research the educational system, which should and has all the possibilities to make the educational process health-preserving, and in this case it is not just about the state of health of today's schoolchildren, but about the future of Ukraine.

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