

at work in a state of intoxication) and inaction (for example, failure to appear to work) (the objective side of a disciplinary offense); the fault of the employee in non-fulfillment or improper fulfillment of his labor duties (the subjective side of the disciplinary offense). These elements are necessary and, at the same time, sufficient to bring the employee to disciplinary responsibility. Material damage and a causal relationship between it and an unlawful violation of labor discipline are not included in the disciplinary offense and can only affect the choice of the type of disciplinary sanction or serve, in conjunction with other conditions, as the basis for the material liability of the employee. Disciplinary responsibility consists in the application by the employer to the employee of one of the following types of disciplinary action: remark; rebuke; dismissal.

Thus, the implementation of the vectors discussed above will contribute to raising the level of school education in our country. An indicator of the effectiveness of cooperation between the administration, teachers, students and parents is the level of development of their joint activities, and an indicator of the most complete provision of the interests of all participants in the educational process is the level of effectiveness of their joint activities, as well as the level of personal development and psychological health. Teacher responsibility is a key factor in quality school education. Compliance with disciplinary procedures in the school will improve its efficiency through the qualitative implementation of the educational process. The socio-psychological service in the education system will contribute to the solution of the above tasks related to the implementation of the national strategy for the development of education.

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**E. E. Koshman, A. M. Koshman**

#### **MATERIAL AND TECHNICAL COMPONENT OF EDUCATIONAL SPORTS ENVIRONMENT**

*The essence of the educational physical culture and sports environment is determined, the role of its material and technical component is shown, its structure, functions and principles of organization are revealed. Designing an optimal modern educational physical culture and sports environment for each educational institution, sports will allow more efficient implementation of the process of physical education development of children and young people.*

The modern educational physical culture and sports environment of educational institutions is a socio-cultural product, which in turn is predetermined by the need to create and implement a set of conditions for the optimal launch of the processes of formation, functioning and development of a person's physical culture.

In the study of the material and technical component of the modern educational physical culture and sports environment, the theoretical basis is the ecological and personal model of the educational environment developed by V. A. Yasvin [1]. According to him, the term "educational environment" should denote a system of influences and conditions for the formation of a personality according to a given pattern, as well as opportunities for its development contained in the social and spatial-objective environment. In order for the educational environment to have a developing effect, it must be able to provide a set of opportunities for self-development of all subjects of the educational process (students and teachers). This complex, according to V. A. Yasvin, includes three structural components:

- spatial and subject – premises for classes and auxiliary services, the building as a whole, the surrounding area, etc.;
- social – the nature of the relationship of all subjects of educational activity (students, teachers, parents, administrators, etc.);
- psychodidactic – the content and methods of teaching, due to the psychological goals of building the educational process.

In addition, other models of the educational environment developed by domestic scientists are heuristic:

- communication-oriented model of the educational environment, developed by V. V. Rubtsov;
- anthropological and psychological model of the educational environment, which was proposed by V. I. Slobodchikov;
- psychodidactic model of the educational environment of the school, proposed by V. P. Lebedeva, V. A. Orlov, V. A. Yasvin and others;
- ecopsychological model of the educational environment proposed by the psychologist V.I. Panov [2; 3; 4; 5].

When revealing the essential characteristics of this phenomenon, we rely on the theoretical and methodological studies of this team of scientists. The educational environment of the school is a set (system) of various kinds of opportunities provided by the educational institution to the subjects of educational processes to ensure the conditions for their full and diversified development. The material and technical component of the developing educational environment is a system of technical and subject means that serves to provide subjects with opportunities for mastering knowledge, skills and methods of activity, stimulating active cognitive activity, allowing to satisfy the needs for cognition, communication and appropriation of the basic foundations of culture.

In accordance with the essential ideas fixed in these definitions, the material and technical component of the modern developing educational physical culture and sports environment is understood as a system of technical and subject means that serves to provide the subjects of physical culture and sports activities with opportunities for mastering physical culture thinking, knowledge, values, motor skills and ways of physical culture activity, development of physical qualities, stimulating to activating cognitive and educational-motor activity, which allows satisfying the needs for cognition, communication, motor activity and appropriation of the basic foundations of physical culture.

In this definition of the concept «Material and technical component of a modern developing educational physical culture and sports environment» there is one semantic core, which is a system of opportunities for the development of students (teachers), their assimilation of physical culture knowledge, values, ways of physical culture thinking and activity. In accordance with this, the external material and technical and technological environment of physical culture and sports should create a system of actual and potential opportunities for the development of participants (subjects) of the educational process.

In accordance with the importance and significance of the material and technical component in the modern developing physical culture and sports environment, we will reveal its structure and functional purpose, which will allow us to set its structural and functional model. The composition of the spatial and subject elements of the material and technical component includes such groups of objects as: structures, premises, equipment, inventory, books, clothing, etc. Based on the specifics of the sphere of physical culture and sports, the composition of the spatial and subject elements of the material and technical

component of the modern educational physical culture and sports environment includes such groups of objects as: buildings and premises, equipment, information carriers, equipment.

Structures and premises are divided into open and covered, and according to their involvement in educational and motor activities:

- training (gyms, sports grounds, stadiums, swimming pools, courts, gyms, shooting ranges);
- health-improving and recreational (recreation, hall of therapeutic physical culture, adaptive physical culture, physical rehabilitation, assembly halls, saunas, video and cinema halls);
- educational and household (halls, corridors, relaxons, rest rooms, dining room, showers, phytobars, etc.);
- educational, historical and cultural (museums of sports glory, offices of Olympic education).

Equipment and inventory – objects that are part of the material and technical component of the modern educational physical culture and sports environment, represent three main blocks of equipment:

- educational: educational equipment (simulators, technical devices and devices, amplifiers, thermometers, microphones, auxiliary materials and tools, musical instruments, etc.), sports equipment (balls, jump ropes, ropes, nets, weights, skis, skates, gates, bars, simulators, etc.); educational furniture (desks for students, tables and chairs for students and teachers, teaching boards, racks, cabinets, etc.);

- leisure (technical devices, guest, festive and special equipment, visual aids, sports and household equipment, furniture, etc.);

- educational and household technical devices and items to meet physiological needs (devices that ensure the operation of the catering unit, medical unit, sanitary unit), specialized furniture (sofas, armchairs, benches, chairs for halls, corridors, relaxons, rest rooms; tables, chairs, cabinets, shelving for the equipment of the teacher's room, sofas, couches, beds, cabinets used to furnish the medical unit, lockers for individual use for storing items of property, placed in a cloakroom or a room adapted for this, etc.) [4].

Information carriers – screen-sound and multimedia tools (TVs, video and audio recorders, screens, interactive whiteboards, projectors, tablets, computers, information and computer systems, etc.); visual and teaching aids (educational posters, dummies, puppets, educational stands, models, collection sets); textbooks; methodical literature; scientific and technical literature; reference books, encyclopedias, dictionaries; fiction; periodicals; virtual libraries, etc.

Equipment and paraphernalia are items of clothing (business, sports, work, special and festive); knapsacks, bags, replaceable seasonal sportswear and shoes; things; outerwear; emblems; medals; symbols; physical culture and sports signs, etc.

The composition of the material and technical component of the modern educational physical culture and sports environment, presented in the form of a blitz content, is not complete and closed for further expansion, additions and development, taking into account the emergence of new materials, furniture, equipment, teaching aids, etc., which are caused by development of science, technology and human thinking [5]. This information is the basis for further reflection, scientific research, research analytics, hermeneutic expertise and reflection, which provides ample opportunities for further progress along the experimental path in the framework of identifying, arguing, formulating and fixing the strategy (principles) for organizing the material and technical component of modern educational environment in educational institutions in the field of physical culture and sports.

The material and technical component of the modern educational physical culture and sports environment is actually the most material and financially intensive and costly. That is why the procedure of scientific substantiation of all aspects of its organization and creation is an effective tool here. The organizational matrix of this component is presented in the table. At the same time, it is expedient to compare (through definitions of concepts) the essential values of each component of the modern educational physical culture and sports environment, which shows both the significance and the specific and special differences of each [4].

The criterion for typology of the material and technical component of the physical culture and sports educational environment is: the focus on solving systemic problems of physical education and the adequacy of the composition of the material and technical component. Thus, all material and technical components can be typified according to the table. In particular, physical culture-sports-recreational facilities and premises can be used for the formation of physical culture thinking, need-motivational and value spheres of physical culture, physical culture knowledge, motor skills, physical fitness. Similarly, equipment, media, equipment and paraphernalia can be typified.

The functions of the material and technical component of the modern developing physical culture and sports environment are divided into two groups: general and special. The general functions include the following: aesthetic, spectacular, communicative, educational, educational, developing, leisure and recreational, rehabilitation and correctional, hedonistic, heuristic. The special functions of the material and technical component of the modern educational physical culture and sports environment include the following: motivating, activity-practical, applied, transformative, diagnostic-evaluative, organizational-management, information-communicative.

Principles of organizing the material and technical component of the modern physical culture and sports educational environment: expediency (the principle of reflecting the goal), transformability, modularity. The issues of designing, organizing and managing the creation of a material and technical component of a modern educational physical culture and sports environment should be dealt with by managers of various levels, ranging from members of the Government in charge of education, physical culture and sports, employees of the Ministry of Education, the Ministry of Sports and Tourism and ending with directors educational institutions, youth sports schools, physical education teachers, coaches, students and their parents and relatives. Designing an optimal modern educational physical culture and sports environment for each educational institution, sports will allow more efficient implementation of the process of physical education development of children and young people.

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#### **EMPATHY AND SOCIAL SUPPORT FOR STUDENTS-PSYCHOLOGISTS**

*The article examines the role of social support in the life of a modern person, its function, the main explanatory models of social support. In connection with social support, the phenomenon of empathy is analyzed. A study has been conducted that has shown a reliable direct relationship between the level of social support and empathy of psychology students. This can be explained both by professional quality and by the fact that most psychology students are girls.*