PHYSICAL CULTURE IN THE LIFE OF ELEMENTARY SCHOOL PUPILS

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Annotation

Modern system of the general secondary education in the field of the subject "Physical Culture and Health" is directed to the formation of physical culture of pupils' identity and sports knowledge available to understanding to the child of younger school age, and their subsequent application in the use of motive skills not only in educational, but also after school hours. **Purpose:** to study the attitude of pupils of the third classes of high school to physical culture and the lesson "Physical Culture and Health". **Materials and methods:** the organization of a research is presented by carrying out questioning with the above-named pupils. **Results:** the results of the questioning allowed seeing interested and positive relation of younger school age pupils to physical culture and sport and their desire to increase the level of sports knowledge. Besides, the lack of physical activity is obvious in a day regimen of many pupils. It is pleasant for the majority to visit physical culture lessons, and the minority manages to apply gained skills and knowledge, practice them in their life or make it an integral part after school hours. **Conclusion:** elementary school pupils' acquaintance with fundamentals of physical culture and sports knowledge is one of the effective ways of children's familiarizing with physical exercises, sport, formation of interest to physical improvement.

Keywords: physical culture and health, pupils, sports knowledge, physical exercises, sport.

Анотація

Сучасна система загальної середньої освіти в області предмета "фізична культура і здоров 'я" спрямована на формування фізичної культури особистості школярів і фізкультурних знань, доступних для розуміння дитині молодшого шкільного віку, і їх подальше застосування у використанні рухових умінь і навичок не тільки в навчальний, але і в позаурочний час. **Мета:** дослідити ставлення учнів 3-х класів середньої школи до фізичної культури та уроку "фізична культура і здоров'я". **Матеріали і методи:** організація дослідження представлена проведенням анкетування з вищезгаданими учнями. **Результати:** Результати анкетування дозволили виявити зацікавленість і позитивне ставлення учнів молодшого шкільного віку до фізичної культури і спорту і бажання підвищити свій рівень фізкультурних знань. До того ж, недолік рухової активності очевидним у режимі дня у багатьох учнів. Відвідувати уроки фізичної культури подобається більшості, а застосовувати отримані навички та знання, практикувати їх у своєму житті або зробити невід'ємною її частиною в позаурочний час вдається меншині. **Висновок:** ознайомлення учнів початкової школи з основами фізичної культури і фізкультурними знаннями є одним з ефективних способів залучення дітей до фізичним вправам, спорту, формування інтересу до фізичного вдосконалення

Ключові слова: фізична культура і здоров 'я, учні, фізкультурні знання, фізичні вправи, спорт.

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Аннотация

Современная система общего среднего образования в области предмета «Физическая культура и здоровье» направлена на формирование физической культуры личности школьников и физкультурных знаний, доступных для понимания ребенку младшего школьного возраста, и их последующее применение в использовании двигательных умений и навыков не только в учебное, но и во внеурочное время. **Цель:** исследовать отношение учащихся 3-х классов средней школы к физической культуре и уроку «Физическая культура и здоровье». **Материалы и методы:** организация исследования представлена проведением анкетирования с вышеназванными учащимися. **Результаты:** результаты анкетирования позволили увидеть заинтересованное и положительное отношение учащихся младшего школьного возраста к физической культуре и спорту и желание повысить свой уровень физкультурных знаний. К тому же, недостаток двигательной активности очевиден в режиме дня у многих учащихся. Посещать уроки физической культуры нравится большинству, а применять полученные навыки и знания, практиковать их в своей жизни или сделать неотъемлемой ее частью во внеурочное время удается меньшинству. **Заключение:** ознакомление учащихся начальной школы с основами физической культуры и физкультурными знаниями является одним из эффективных способов приобщения детей к физическим упражнениям, спорту, формирования интереса к физическому совершенствованию

Ключевые слова: физическая культура и здоровье, учащиеся, физкультурные знания, физические упражнения, спорт.

Modern system of the general secondary education in the field of the subject "Physical Culture and Health" is directed to the formation of physical culture of school students identity which means representation of physical culture as a part of person's general culture, disclosure and the development of child's physical abilities and, in general, the increase of pupils' interest to sport (Misyura, 2018; Moskalenko, Demidova, Yelisieieva, 2018; Gusinets, 2016; Misjura, Vrublevskiy, 2018).

Besides, thanks to active advance of health principles and regular physical exercises from the country leaders, it is possible to solve many negative social phenomena and problems, which they cause; strengthen authority of the state on the world scene, have an impact on its economic development (Enchenko, Gusinets, Dergunova, 2017; Gusinets, 2016; Vrublevskiy, Khorshid, Al'barkayi, 2019).

Important educational task in this area is the formation of pupils' identity by means of sports knowledge available to understanding to the child of younger school age, and their subsequent application in the use of motive skills not only in educational, but also after hours (Bezborodkin, 2000; Drandrov, 2016; Shirshova, 2004).

The specifics of the training program "Physical culture and health" of elementary and intermediate school provides close interrelation of maintenance of physical culture lessons and health with pupils' physical activity in the mode of the educational and prolonged day, regular participation in sports and improving actions (Usakov, 2000).

Preservation and child's health maintenance up to standard remains one of the integral tasks of any modern school. Works of many native and foreign authors are devoted to the solution of this problem (Misyura, Vrublevskiy, 2018; Osipenko, 2013; Simone, 2000; Churkin, 2005).

The objective. The aim of the questioning is to show children's attitude to the lessons of physical culture and sport. The research also allowed to define the reasons of their visiting the lessons, standards, existence of own sports equipment, normals, difficult for doing, and, besides, to reveal the dominating sports sections among pupils, topics, which students would wish to improve their knowledge in, and to designate the reasons interfering independent regular trainings in physical culture and sport and other questions.

Materials and methods. The organization of the research is presented by carrying out questioning with 50 pupils of the third classes in Gomel high school No. 67.

Research results. The question about the reasons of visiting of the lesson "Physical Culture and Health" was one of the first questions of the questionnaire. According to the opinion of more than 70% pupils, the reasons are: strengthening of health, participation in sports and the desire to be engaged in physical culture. 9 (18%) school students want to take off fatigue at physical culture lessons. Only 3 (6%) children are present at this lesson because they are not allowed to miss it without good reason, and they do not always like it. 24 (48%) of pupils like the lesson of "Physical Culture and Health «very much. 38 (76%) pupils go to school with good mood, do not want to go or with bad mood – 3 (6%) children, when the physical culture lesson is the first lesson of the schedule. 24 (48%) children wish to do physical exercises in the mode of the school schedule, namely 2-3 times a week. 19 (38%) questioned agree to attend lessons of physical culture every day, never – only 2 (4%) and 5 (10%) persons found it difficult to answer.

The "Bases of sports knowl-

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edge" as one of sections of the training program of the subject "Physical Culture and Health" include the following subjects:

– knowledge of the basic(s) of vital functions safety;

– hygienic knowledge;

– knowledge of a healthy lifestyle;

– knowledge of independent physical exercises;

– knowledge of Olympism and Olympic Movement.

According to the training program of the subject "Physical Culture and Health" only 2 hours are allotted to study the bases of sports knowledge for all academic year (1 hour in the first and fourth quarters). The bases of vital functions safety (0,5 hours), hygienic knowledge (0,25 hours) and the knowledge of independent physical exercises (0,25 hours) are studied in the first term. Only in the fourth term pupils get acquainted with the knowledge of a healthy lifestyle, of Olympism and the Olympic Movement. The amount of the allowed time for studying of the above-named two subjects is 0,5 hours during all term. Besides, the presentation of the material is recommended in the submission of incontinuous stories and conversations (5-10 min.). Besides, the number of hours, taken away on material studying, does not increase during the completely academic year.

The list of questions on the bases of the sports knowledge, which is the subject to assimilation in the 3rd class, is rather extensive.

The training material on a healthy lifestyle covers such subjects as addictions and their negative influence on pupils' health, the rules and norms of healthy physically active lifestyle, pupil's motive regime in different time of the year, the influence of physical exercises on pupil's intellectual efficiency, value and rules of hardening, the requirement to sportswear and footwear, etc.

The list of questions of independent physical exercises includes the rules of performance of exercises for increase of intellectual working capacity by preparation of homework and exercises for formation of a correct posture.

Knowledge of Olympism contains the material about Pierre de Coubertin – the founder of the modern Olympic Movement, the winter and summer Olympic Games, sports included in their program (Gusinets, Kazantseva, Dergunova, 2016).

It is obvious that acquisition of knowledge by pupils of the announced subjects or, at least, studying of their bases for the number of hours provided by the program cannot be realized fully.

It is indisputable that the inclusion of these types of knowledge in the training process promotes the formation of children's interest to physical improvement, application of physical exercises and to mastering by them and the correct attitude towards the health, maintaining healthy, active lifestyle and respect for personal hygiene (Enchenko, Gusinets, Dergunova, 2017; Gusinets, 2016). Therefore, the question, which topics pupils would like to improve their knowledge in, is very relevant in the questioning. Figure 1 demonstrates the results of answers.

The diagram illustrates that the most popular topic, which pupils would like to get more knowledge in, – a healthy lifestyle. Such subjects are not less significant as: the Olympic Movement, outdoor games and game tasks. Most children, except one questioned, chose several topics. 8 (16%) school students would like to improve their knowledge in all themes and 13 (26%) children – in a healthy lifestyle and the Olympic Movement. Only one pupil did not wish to increase his level of sports knowledge.

The most extended answers to the question about the tasks you could do without any help of adults, were following: do warm-up at the beginning of the physical culture lesson, make a day regimen and make recommendations about a healthy lifestyle. The most difficult task for pupils – to provide first aid. 32% of pupils can make a complex of gymnastics and define the physical activity, correct for an organism. Only 1 (2%) questioned could do anything and 6 (12%) children were at a loss with the answer.

The educational program provides teaching physical culture with pupils mainly in a playful way. However physical exercises such as: kinds of walking, runs, jumps, throwing, climbing, movement on skis, swimming; elements of sports and outdoor games, exercises in balance and in hanging, acrobatic exercises are added at the lessons (Gusinets, Kazantseva, Dergunova, 2016). They make the maintenance of "school of movements" and are very necessary for full development

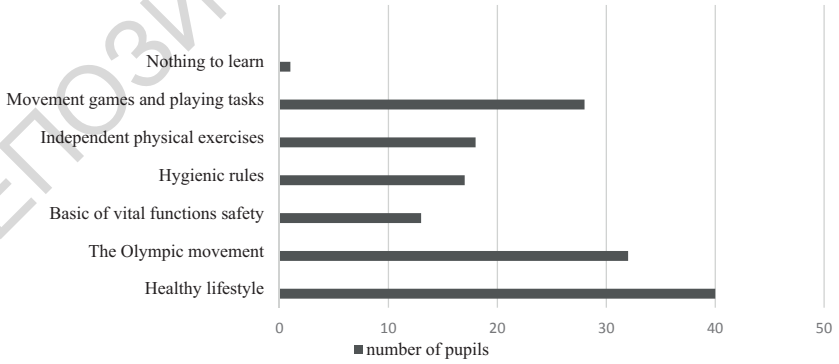

Fig. 1. Sports knowledge

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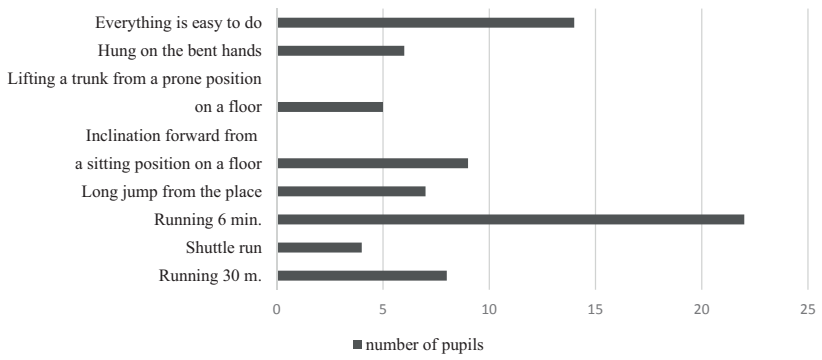

Fig. 2 Test exercises

of physical culture of child's identity.

In the view of the previously mentioned it was expedient to define the tasks which pupils like to do. So, running and outdoor games take the first place among other tasks. Warm-up at the beginning of the lesson and jumps – the second, and acrobatic exercises – on the third place. Only 5 (10%) pupils like discipline (marching) exercises.

According to the program of the subject "Physical Culture and Health" pupils carry out test exercises at the beginning and the end of academic year. The diagram allows to see which of them are the most difficult for pupils to do.

Running for 6 minutes is a difficult standard for 22 (44%) pupils. The easiest standards are shuttle run and lifting of a trunk from a prone position on a back for 4 (8%) and 5 (10%) examinees respectively. It is interesting to note that 14 (28%) children were specified that it is easy for them to carry out all test exercises. Long jump from a place, an inclination forward from a sitting position on the floor, running 30 meters, hung on the bent hands present difficulty for 14% of students.

The question about leisure, time free from studies, is of a special interest. Children's answers showed a real situation on this question. Only 30% from them do not visit day-care center. In time, free from lessons, most of pupils (about 70%) spend time outdoors, play games, and watch TV. Only 20 (40%) children visit sports sections and do physical exercises.

The question about watching sports programs revealed the need for external sports environment. Children in the number of 11 (22%) persons answered that they it is not interesting to them, 17 (34%) children watch them sometimes (at will), certain sports draw attention 12 (24%) questioned and only 6 (12%) pupils are interested in almost all sports broadcasts.

Promotion of a healthy lifestyle and occupations of physical exercises among parents was removed by a question who in your family does physical culture and sport. Most children (40%) noted parents. Rest of the children specified close relatives – sister, brother, granny, grandpa. 12 (24,5%) pupils answered that nobody plays physical culture and sport in their families.

The question of presence of personal sport equipment at school students showed that most children have balls, jump ropes, tennis rackets, and hoops. The sports corner is available only for 11 (22,4%) questioned, a horizontal bar – 10 (20,4%) children, and sports simulator – 7 (14,3%) children. The most widespread equipment is roller skates, the scooter and the bicycle. Skis and a club with a washer are popular among 17 (34,7%) and 11 (22,4%) pupils respectively.

According to the results of the next question swimming is the most visited section as 44,7% of children do regularly this sport. In addition, 15,8% of school students attend sections in karate and soccer respectively, and 10,5% – free-style wrestling. Volleyball and track and field athletics sections are visited only by 7,9% of children. The insignificant number of children play tennis, pentathlon, and figure skating. Pupils in number of 13 (26%) persons do not visit any sections.

Conclusion. Generalizing all the above, it is possible to conclude that acquaintance of elementary school pupils with the fundamentals of physical culture and sports knowledge is one of the effective ways of children's familiarizing with physical exercises, sport, formation of interest to physical improvement.

The results of the questioning allowed seeing the interested and positive relation of younger school age pupils to physical culture and sport and the desire to increase the level of sports knowledge. Besides, the lack of physical activity is obvious in a day regimen of many pupils. It is pleasant for the majority to visit physical culture lessons, and the minority manages to apply gained skills and knowledge, practice them in their life or make it an integral part after school hours.

The lesson of physical culture and health, owing to the methodical features, cannot fill the lack of physical activity and sports knowledge fully. Therefore, the need for development of methodical grants, the scenario, leisure, conversations and quizzes, application of didactic games or grants about bases of safety of occupations, viewing of movies about a healthy lifestyle on elective courses, in day-care centers, etc. is obvious to increase pupils' level of education in the sphere of physical culture.

The day-care center as a form of the organization of nonearning time of pupils, along with the subject "Physical Culture and Health" has considerable opportunities for the solution of educational tasks. One

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of the priority problems of its activity in the institutions of education is the assimilation of sports knowledge bases, comprehensive not only intellectual, but also physical development of pupils.

Besides, holding the integrated studies can become very relevant. For example, learning of foreign language and the increase of education level in the sphere of physical culture and the formation of pupils' sports knowledge on the basis of integration of the objects "English" and "Physical Culture and Health" (Misjura, 2018).

The permission of a contradiction between the high importance of physical culture formation process of pupils' identity and sports knowledge and the low level of methodical ensuring process at physical culture lessons remains one of the current problems of the improvement of physical culture pupils' identity and their increase in the education of this area.

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