РОЗДІЛ І. ПРОБЛЕМИ ЗАГАЛЬНОЇ ПЕДАГОГІКИ

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DIMENSIONS OF INNOVATION ACTIVITY: UKRAINIAN PEDAGOGICAL EXPERIENCE

The article defines and highlights six dimensions of innovation activity in the Ukrainian pedagogical space, in particular, the theoretical-methodological one (the philosophical basis of innovation activity and methodological tools for analyzing the phenomenon under the study); historical-pedagogical one (objective assessment of pedagogical phenomena of our time, determination of trends in the further development of innovation pedagogy and innovation educational activities); organizational-methodological one (organization of innovation scientific activity in institutions of higher education, implementation of innovation teaching methods and technologies, transfer of scientific research results); professional-pedagogical one (readiness for innovation activity); psychological-pedagogical one (psychological and pedagogical characteristics of the professional training of future specialists for innovation activities); administrative one (strategic guidelines, practical measures to improve the efficiency of innovation management processes in educational institutions).

Key words: *innovation activity, theoretical-methodological dimension, historical-pedagogical dimension, organizational-methodological dimension, professional-pedagogical dimension, psychological-pedagogical dimension, administrative dimension, Ukrainian pedagogical experience.*

Introduction. During two decades of the 21st century in Ukraine, the state has increased attention to modernization and innovation processes in science and education. The result was forming the legal framework for regulating the development of innovations and innovation activity. Thus, the innovation activity of higher education institutions has long been the subject of scientific research and discussions of Ukrainian scientists in the field of comparative pedagogy, history of pedagogy, theory and methods of vocational education, educational management, philosophy of education, sociology of education, psychology of education, etc.

Analysis of relevant research. The question of the dimensions of innovation activity in Ukrainian pedagogy has not been sufficiently generalized, which led to this paper. Taking into account the diversity, we have identified the main dimensions of innovation activity, which are covered in the Ukrainian scientists' publications, namely:

- *theoretical-methodological dimension*: A. Andrieiev, O. Chumak, L. Danylenko, I. Havrysh, L. Kozak, O. Kolesova, M. Lukashuk, S. Nikolaienko;
- *historical-pedagogical dimension*: N. Dichek, A. Fedotov, V. Khymynets L. Kozak, D. Kozlov, I. Kolodiazhna, O. Marushchenko, Z. Peresunko, I. Petrova, O. Syvka;
- *organizational-methodological dimension*: L. Fedulova, O. Kolesova, I. Konovalchuk, I. Kurok, O. Navrotskyi, V. Yahodnykova;
- *professional-pedagogical dimension*: Yu. Budas, O. Bukhniieva, I. Chornei, I. Havrysh, O. Honcharova, K. Zavalko, N. Zarichanska, H. Zolotareva, O. Kiiashko, O. Kovalchuk, O. Kozlova, V. Meniailo, L. Petrychenko, O. Shapran, O. Tsiuniak;
- *professional-pedagogical dimension*: M. Artiushyna, V. Chudakova, N. Klokar, L. Rebukha, O. Sosniuk;
- *administrative dimension*: T. Hrabovska, V. Malykhina, O. Marmaza, L. Martynets, O. Petrenko, N. Pohribna, L. Poliakova, L. Pshenychna, A. Sbruieva, V. Sipchenko and others.

The study aims to identify and highlight the dimensions of innovation activity in the Ukrainian pedagogical space.

Research methods. We have used such methods as analysis, synthesis, generalization, systematization and classification – to study scientific references on the research problem and the distribution of information on several dimensions.

Results. Within *the theoretical-methodological dimension* of innovation processes in education, M. Lukashuk turns to the philosophy of innovative activity, which covers almost all spheres of life of a modern personality. Characterizing the phenomenon of innovation, the researcher emphasizes its complexity and identifies many interrelated components: intellectual-educational, educational, research, creative, financial-economic, production-technological and marketing-consumer ones (Lukashuk, 2018).

Highlighting the theoretical and methodological approaches to innovation activity of enterprises, O. Tarasova provides a classification of types of innovations, namely:

- *by spheres of use* – economic, organizational, technological, commercial, technical, social ones;
- *by the depth of changes* – radical (basic), improving, modifying ones;
- *by areas of activity* – economic, organizational, technological, production, trade, social ones;
- *by causes* – reactive, strategic ones;

- *by the nature of the needs that are met in the process of innovation activity* – focused on existing needs, focused on forming new needs (Tarasova, 2012).

Within innovation activity as a factor in the development of a globalized society O. Chumak reveals the genesis of philosophical perception of innovation activity and methodological tools for analysing the studied phenomenon. The author emphasizes that the origins of philosophical understanding of innovation as a relationship between old and new traditions and innovations can be traced to the philosophy of ancient Greece, the dichotomy of fluidity and the ability to change something through the invention of new and at the same time its immutability, stability, preservation. Similarly, idealist philosophers have tried to separate change from immutability because the change was seen as an essential characteristic of finite things, while immutability – as a property of God (Chumak, 2015).

The researcher notes that at the beginning of the 21st century, a new, innovative social development paradigm is characterized by the global nature of producing and applying knowledge and high technology (ibid.).

In accelerating social development, complicating relations between nations, states, societies caused by globalization, «the fundamental source of all activities is innovation, which is a determining factor in forming a new socio-economic and political-legal reality» (Chumak, 2015).

O. Chumak proposes to carry out a philosophical understanding of innovation activity through ontological analysis of the creative nature of the human activity, as creativity is an essential characteristic of homo sapiens, which is in constant development and evolving knowledge about man. The author owes the emergence of the phenomenon of innovation activity to the development of knowledge about human creativity. Based on the generalization and systematization of interpretations of Ukrainian and foreign scientists, the researcher gives the author's definition of «innovation» as «a result of innovation activity, the ability to break out of the existing problem thinking, the ability to see new problems and find non-standard ways and solutions; purposeful introduction of a certain innovation into the existing practice, due to which positive changes take place in various spheres of society, and the necessary economic or social effect is achieved; … Everything that can improve the quality of life and contribute to the comprehensive development of the individual and humanity as a whole» (Chumak, 2015, p. 27).

L. Danylenko offers a philosophical understanding of innovation activity, which focuses on pedagogical innovation as «the science of a

system of renewed relationships between participants in the pedagogical process, the objects of study of which are innovation processes, and the subject is pedagogical innovation, which is not only the end product of novelty in educational and administrative processes in order to change (qualitatively improve) the subject and objects of management and obtain economical, social, scientific, technical, environmental and other effects, but also the procedure of their constant renewal» (Danylenko, 2005).

Characterizing the philosophical concepts underlying pedagogical innovation, the scientist relates them to many scientific approaches, namely: the philosophy of omnipresence – with the system-synergetic one; the concept of the noosphere – with the phenomenological one; the concept of global education – with anthroposophical one; philosophy of heart – with anthropological one; philosophy of life – with the humanity one; philosophy of dialogue of cultures – with logical-cognitive one; ideas about the influence of space on human life – with the neo-positivist one (ibid.).

Thus, we can state that Ukrainian scientists make numerous attempts to theoretically and methodologically substantiate the phenomenon of innovation activity, provide various definitions of this concept, which, in our opinion, contribute to a more holistic understanding of its essence.

Within *the historical-pedagogical dimension* of innovation activity, A. Fedotov notes that innovation is rooted in the first practical experience of man, aimed at improving his life. However, scientific research devoted to studying this phenomenon appeared much later, in the early 20th century. Despite this fact, the first mention of innovation is found in the works of ancient Greek philosophers such as Xenophon («Oeconomicus»), Plato («Politicus») and Aristotle («Ēthika Nikomacheia») (Fedotov, 2008, p. 204).

The vast majority of researchers consider the founder of innovation theory J. Schumpeter, in his fundamental work «The Theory of Economic Development» (1912), first introduced into scientific circulation the concept of «innovation» and developed its classification.

Later, the world scientific discourse was enriched by several theories of innovation. In this context, the classification of these theories by Z. Peresunko deserves attention. The author outlined the genesis of innovation activity in a consistent review of relevant concepts, particularly the first theories of innovation; extended wave cycle theory; classical theory of innovation; neoclassical theory of innovation; socio-psychological theory of innovation, the theory of competitive advantage (Peresunko, 2013).

Among the factors that contribute to or hinder the development of innovation activity, I. Kolodiazhna singles out the following:

- *economic and technological ones* (contribute to a formed reserve of financial and logistical resources, advanced technologies, relevant economic and scientific-technical infrastructure; hinder: lack of funds for innovative projects, imperfect research and logistical base, lack of reserve capacity, a predominance of interests of current production);
- *political and legal ones* (contribute to state support for innovations, material incentives from the state, including tax benefits; hinder: legislative restrictions (antitrust, tax, depreciation, patent and license, etc.);
- *socio-psychological and cultural ones*(contribute to moral encouragement of innovations, public recognition, self-realization, involvement in creative work, the favourable psychological climate in the team where innovation is carried out; hinder: changing the status of employees, the need to find new place employment, change of job, change of established ways of working, lack of desire to overcome stereotypes of behaviour and established traditions, fear of uncertainty, fear of punishment for failure);
- *organizational and administrative ones* (contribute to flexibility of organizational and administrative structure; hinder: stability of the organizational structure, preference for existing markets, focus on short-term payback, inconsistency of interests of innovation entities, etc.) (Kolodiazhna, 2018).

We consider it appropriate to emphasize that in the works outlined above, attention has been focused on the innovation activity of enterprises and organizations in the business sector. Despite this, these works contain valuable information about the origins and development of the studied phenomenon, which later went beyond the production and business structures and spread to the education sector. In addition, however, many works are devoted to studying the genesis of innovation in educational institutions.

Thus, V. Khymynets emphasizes that innovation as a principle of pedagogical theory and practice provides conditions for personal development, realizing the right to creative individuality, own initiative, freedom of self-development and achievement of personal and social goals. The presence of innovation processes helps strengthen the links between pedagogical theory and practice, which allows us to put into practice the result of «pure science» achieved by scientists in free creative search (Khymynets, 2007). In this context, attention is intensified to the new approach, which advocates the multifaceted and diverse nature of historical

progress, its alternative, on the one hand, and the irreversibility of the evolutionary movement, on the other. Within this approach, the concepts of new sciences are formed – cybernetics, synergetics and others, the subject of which are the study of general patterns of heterogeneous system formations, primarily the dynamics of social systems (ibid.).

Innovation encourages people to adhere to a responsible way of life in society and a responsible attitude of society to each individual. With this thesis, the scientist explains the fact that not only science but also education plays a decisive role in ensuring an innovative type of development of the economy and society as a whole. After all, it is indisputable that the system of education and upbringing allows preparing a person who has the ability and desire to be actively involved in creative activities and perceive changes/innovations (Khymynets, 2007).

N. Dichek argues that the rethinking of the historical experience of previous generations in the field of modernization of education is due to the need to integrate «the most productive innovative ideas for education and training in modern school reform and non-repetition of ill-considered options for educational systems» (Dichek, 2012, p. 66). We agree with the statement that the disclosure of the genesis of innovative pedagogical concepts and the practical experience of innovative teachers not only allows usto obtain a holistic view of the historical and pedagogical process but also serves as a basis for justifying the implementation of historical achievements in the transformation of modern education (ibid.).

Search for elements of innovation in the works and activity of outstanding foreign and Ukrainian teachers (J. Comenius, J. Locke, J.-J. Rousseau, H. Skovoroda, A. Diesterweg, K. Ushynskyi, O. Decrolli, A. Lay, E. Claparede, W. Kilpatrick, E. Meumann, E. Thorndike, J. Dewey, M. Johnson, M. Montessori, R. Steiner, S. Frenet, S. Rusova, A. Makarenko, V. Sukhomlynskyi, etc.) was carried out by L. Kozak. The author proved that these works have elements of innovative pedagogy, and the humanization of educational activities is an essential basis for innovative pedagogy (Kozak, 2014).

Thus, following the scientists mentioned above, we note that the study and creative understanding of the positive innovative achievements of the past allows an objective assessment of pedagogical phenomena of the present and identify trends in further development of innovative pedagogy and innovation educational activity.

The scientific research by L. Fedulova «Innovative ecosystem of the university» deserves special attention in the *organizational-*

methodological dimension of innovation activity. The researcher focuses on the Innovative University as an agent of changei, which is «an academic complex of collective entrepreneurship that dynamically and quickly adapts to the requirements of the external environment and operates in a competitive environment» (Fedulova, 2016, p. 163). This competitive environment includes domestic and foreign educational institutions that provide training and professional development for intellectuals; research centres that produce knowledge-intensive products; organizations with educational and consulting services. Together, the outlined organizations also actively shape the structure and needs of their markets (ibid.).

L. Fedulova emphasizes that in modern conditions the need to intensify innovative activities in higher education institutions is relevant, which should cover two areas that complement each other: 1) implementation of innovative methods of managing higher education institutions, among which the top place is occupied by scientific management; 2) establishing partnerships with all actors not only in the national innovation system but also in the European innovation space, which includes such components as education, science and industry (Fedulova, 2016, p. 166). Agreeing with the researcher, we note that domestic free economic zones in developing their innovation activity face numerous challenges due not only to internal and external factors but also reasons of an institutional nature. The latter include the imperfection of scientific, technical and educational legislation, hence the lack of effective innovation policy.

Accordingly, challenges include:

- the need to develop innovative entrepreneurship in higher education;
- introduction of effective mechanisms of investment and management consulting in innovative entrepreneurship;
- formation of components of «soft» infrastructure and mechanisms of transfer of products of innovatiщт activity;
- improvement of legislation in this area.

In addition to innovating scientific activity in educational institutions and significantly higher education, Ukrainian scientists pay considerable attention to innovative educational activities, including innovative teaching methods and technologies.

Thus, Yu. Bystrova proposes considering the categorical content of educational innovations in a dual context: a process involving a large-scale or partial change of the system and relevant activities and as a product (activity) (Bystrova, 2015). Researchers M. Lysenko (Lysenko, 2013),

P. Saukh (Saukh, 2011), V. Dokuchaieva (Dokuchaieva, 2007) characterize innovative learning as a persistent attempt to reassess values, preserving only those that are important and abandoning obsolete. Innovations in education involve the active creation, dissemination of innovations to solve didactic tasks of professional training of future professionals, characterized by a harmonious combination of traditional methods and creative results of innovation educational activity.

In this context, Yu. Bystrova emphasizes that the structure and essence of innovation educational activity reflect the changes in society and involve the training of innovative type specialists, competitive in the global labour market. Therefore, the author notes that a modern curriculum should be based on ICT, the spread of interactive, digital learning, etc. (Bystrova, 2015).

M. Rakhno and R. Shramko add that «using certain elements of information and communications systems to prepare for lectures, seminars, and practical lessons has made the teacher to overhaul the approaches and the structure of their preparatory work, with the increased time for professional growth, the reduced psychological pressure and moral burden being other side advantages» (Rakhno, Shramko, 2021, p. 257).

Yu. Polyezhayev notes that «the main features of pedagogical or educational technology are structure, optimality, specificity, diagnostics and more. <…> The use of innovative pedagogical technologies allows teachers to create their educational programs and organise students' clear independent work on cultural self-improvement» (Polyezhayev, 2020). Following the researcher, we believe that innovative pedagogical technologies are evolving into the author's reception of teachers and creating an innovative environment that is constantly improving to the needs of society.

Turning to *the professional-pedagogical dimension* of innovation activity, we consider it closely related to the previous one. However, the expediency of its separation was due to many scientific papers on professional training of future professionals in innovation, both in educational institutions and other institutions and organizations.

We note that pedagogical conditions are essential in these works in the professional training of future specialists for innovation. For example, O. Tsiuniak includes such pedagogical conditions as the integration of innovation activity into the educational process of the Free Economic Zone; creation of an innovation educational environment; formation of motivation for future specialists to innovate; updating the content of

professional training, which contributes to the formation of innovation competence and professional readiness for innovation (Tsiuniak, 2020).

I. Chornei focuses on the pedagogical conditions of forming students' readiness for innovation educational activity with younger students in pedagogical practice. There are the following conditions: acquisition of the personal meaning of innovative educational activities by students through awareness of its goals and significance, desire for its implementation, satisfaction; mediation of the content of practical preparation for educational work - orientation of students to innovation activity, a study of progressive experience, use of innovative technologies, methods, techniques of education; formation of skills to overcome obstacles that accompany the implementation of innovations in pedagogical practice; introduction of a personality-oriented approach to practical training through the recognition of individual value and priority of the individual student, adherence to the individual trajectory in the preparation and conduct of educational activities, individualization and differentiation of pedagogical practice (Chornei, 2012).

In turn, O. Kovalchuk singled out the following pedagogical conditions for the preparation of masters of humanities in innovation professional activity in terms of higher education: personalization of innovation and educational routes of masters of humanities; modelling of the innovative context of professional activity of masters of humanitarian specialities in the developmental environment of the Free Economic Zone; stimulating self-management of innovative activities of masters of humanities (Kovalchuk, 2016).

Thus, we can say that the authors of scientific papers on the training of future professionals for innovation activity, despite the different specializations, agree that the willingness to innovate is an essential component of professional competence of modern professionals in any field, which can improve as their competitiveness and the competitiveness of the organization they represent.

In *the psychological-pedagogical dimension*, scientific research is mainly devoted to training future professionals for innovation activity but focuses mainly on psychological and pedagogical characteristics. From the standpoint of psychological science, M. Artiushyna considers the concept of personal readiness for innovation as an «integrated personal education, consisting of a set of interconnected innovative properties (components): cognitive (human awareness of the nature, features of innovation in the field

of life in which it is carried out, personal requirements); motivational (the attitude of the individual to innovation in a particular area, which determines a person's desire for active action in creating and using new); behavioural (active manifestation of human innovation in life, leading activities); personal (the presence of innovative personal qualities that contribute to achieving the desired results in the field of innovation)» (Artiushyna, 2011).

V. Chudakova proposes considering the structure of psychological readiness of staff of educational organizations for innovation as a set of critical system components. The author includes personal factors (self-management of their activities; solving problems of innovation; functional status and efficiency of the employee; personality traits, their structure and patterns of change; creativity; self-actualization; personal values; professional knowledge and skills, etc.); factors of organization (psychological atmosphere of innovation; management and support of innovation; strategies of innovation; effective interaction; use of technical means; situational-dynamic and specific factors; examination of innovation; correction of innovation); learning factors (theoretical preparation for innovation; socio-psychological training; independent preparation for innovation; psychological counselling; psychotherapeutic care) (Chudakova, 2016).

In order to form this phenomenon, the researcher has developed and implemented «Psychological and organizational technology for training staff of educational organizations to innovate», which contains two interrelated components that reflect the analysis of internal and external conditions of innovation: «model of examination and correction organizational-innovation environment of educational organizations (external conditions) and the model of examination and correction of internal psychological readiness of staff of educational organizations to innovation activity (internal conditions). Each of the models presented by the author includes information-semantic, diagnostic-interpretive, prognostic and correctional-developmental components» (Chudakova, 2016, p. 211).

Regarding *the administrative dimension* of innovation activity in educational institutions, L. Martynets believes that the effectiveness of management of innovation processes in educational institutions, including general secondary education, depends on many conditions, namely reorientation to innovation processes at the conceptual level; openness of new educational institutions, adherence to the regional strategy of educational development; systematic analysis of social needs in the field of education and their coordination with the interests of student contingents;

introduction of services to support the effective implementation of innovation processes, its monitoring, the creation of psychological service, self-government bodies, etc.; introduction of innovative forms of professional training of pedagogical staff for innovative activities; establishing interdepartmental interaction with business structures, institutions of culture, medicine, etc.) (Martynets, 2019).

Important in this context is the management model of innovation processes in higher education institutions proposed by V. Sipchenko and V. Klymova, developed to increase innovation management efficiency. In order to achieve this goal, the model is implemented through many stages, namely:

- diagnostics of readiness of pedagogical workers to carry out an innovative activity, which includes analysis of external and internal environments of the institution, educational opportunities, material and technical, personnel needs, etc.;
- training of pedagogical staff for the implementation of innovations, which involves the acquisition of knowledge about innovative educational technologies, awareness of the need to modernize the educational process in the institution, increased motivation to innovate; formation of necessary competencies;
- forecasting and designing changes in the educational institution based on the study of the results of student success, their creative potential, information and methodological and logistical support of free educational institutions, etc.;
- creation of favourable conditions for innovation in the institution of higher education (Sipchenko, Klymova, 2018). Thus, we can state that Ukrainian scientists offer strategic guidelines and practical measures to increase the efficiency of innovation management processes in educational institutions.

Conclusions. Thus, our analysis of PhD and DSc theses, monographs and scientific articles devoted to the study of various aspects of innovation shows that:

- for two decades, innovation activity has been in the field of scientific interest of Ukrainian researchers, which is reflected in their scientific papers;
- the following aspects of consideration of the studied phenomenon attract the most significant attention of domestic scientists: conceptual bases of innovation activity; training of future specialists for innovation activity both in educational institutions of different levels and in other institutions

and organizations; development of scientific innovation activity in educational institutions; structure of readiness for innovations; management of innovation activity in educational institutions of different levels;

- analyzed scientific publications present valuable information by both theorists and professionals-practitioners in the field of innovation;
- the works outlined by us highlight a wide range of issues of scientific interest, in particular: theoretical-methodological dimension, historical-pedagogical dimension, organizational-methodological dimension, professional-pedagogical dimension, psychological-pedagogical dimension, administrative dimension of innovation activity in educational institutions of different levels;
- coverage of specific dimensions is carried out using a variety of scientific approaches and methods, which contribute to a better understanding of the essence of the phenomenon under study.

We see prospects for further research in comparing the innovation activity of Ukrainian higher education institutions with universities in the European Union.

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АНОТАЦІЯ

Куліченко Алла, Бойченко Марина. Виміри розгляду інноваційної діяльності: український педагогічний досвід.

У статті визначено й висвітлено виміри розгляду інноваційної діяльності в українському педагогічному просторі. Для досягнення мети в дослідженні використано методи аналізу, синтезу, узагальнення, систематизації та категоризації – для вивчення наукових джерел із досліджуваного питання та розподілу інформації на шість вимірів. Виявлено, що в теоретико-методологічному вимірі увагу зосереджено на філософських засадах інноваційної діяльності та методологічних інструментах аналізу досліджуваного явища. У межах історико-педагогічного виміру дослідницьке та творче осмислення минулих позитивних інноваційних досягнень дозволяє об'єктивно оцінити сучасні педагогічні явища й визначити подальші тенденції інноваційного навчання та інноваційної освітньої діяльності. Установлено, що до організаційно-методичного виміру інноваційної

діяльності відносять організацію інноваційної науково-дослідної діяльності в закладах вищої освіти та інноваційну освітню діяльність, зокрема впровадження інноваційних методів і технологій навчання та передачу результатів досліджень. Визначено, що у професійно-педагогічному вимірі підготовка до інноваційної діяльності є важливою складовою професійної компетентності сучасного фахівця в будь-якій галузі, що підвищує його особисту конкурентоспроможність та конкурентоспроможність організацій, яку він представляє. Констатовано, що психолого-педагогічний вимір зосереджується на психолого-педагогічних характеристиках професійної підготовки майбутніх фахівців. Розгляд управлінського виміру інноваційної діяльності дозволив визначити, що в сучасному українському просторі існують не лише стратегічні орієнтири, а й практичні заходи щодо підвищення ефективності процесу управління інноваціями в закладах вищої освіти. Перспективами подальших досліджень є порівняння інноваційної діяльності українських закладів вищої освіти з університетами країн Європейського Союзу.

Ключові слова: *інноваційна діяльність, теоретико-методологічний вимір, історико-педагогічний вимір, організаційно-методичний вимір, професійно-педагогічний вимір, психолого-педагогічний вимір, управлінський вимір, український педагогічний досвід.*

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ВДОСКОНАЛЕННЯ ШВИДКІСНИХ ТА ШВИДКІСНО-СИЛОВИХ ЗДІБНОСТЕЙ У ШКОЛЯРІВ СПОРТИВНИХ СЕКЦІЙ З ЛЕГКОЇ АТЛЕТИКИ

Стаття присвячена проблемі розвитку фізичних якостей у школярів. Існуючі програми підвищення ефективності фізичної культури і спорту враховують один із компонентів особистісно орієнтованого підходу, маючи за мету підвищення або фізичної підготовки, або рівня здоров'я, або мотиваційної структури особистості. Тому розробка програм удосконалення швидкості та швидкісно-силових якостей на базі спортивних секцій визначає актуальність та новизну дослідження. Розроблено програму вдосконалення швидкості та швидкісно-силових якостей «Олімпієць» з теоретичним та практичним напрямами підготовки. Теоретичний напрям передбачав розгляд теоретичних питань фізичної культури і спорту. Практичний напрям включав удосконалення техніки бігу хлопців на середні та довгі дистанції з урахуванням каденсу із застосування мобільних додатків, спеціальні бігові вправи та вправи на вдосконалення швидкості та швидкісно-силових якостей (стрибкові вправи, вправи з обтяженнями, вправи з власною вагою тіла або вагою тіла партнера).

Ключові слова: *швидкісно-силові здібності, каденс, частота серцевих скорочень.*