

РОЗДІЛ ІХ. ПРОБЛЕМИ СТАНОВЛЕННЯ ОСОБИСТОСТІ ЗДОБУВАЧІВ ОСВІТИ

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FORMATION OF THE STUDENT'S PERSONALITY IN THE CONTEXT OF FORMING A HEALTHY LIFESTYLE AND DEVELOPMENT OF PHYSICAL CULTURE

The impact of physical education and sports on the formation of a student's personality is of great social importance, because modern living conditions (both at work and in everyday life) lead to an inevitable decrease in human motor activity – decreased motor activity, in turn, leads to a decrease training of the body, which affects the reduction of mental and physical capacity. The purpose of the article is to study the formation of the student's personality in the context of the formation of a healthy lifestyle and the development of physical culture. Using the main means of physical education, such as physical exercises, natural forces of nature, hygienic factors, a physical education teacher forms the necessary skills and abilities, develops professionally significant qualities, contributes to the morpho-functional improvement of the body, cultivates a stable interest and need for systematic physical education, attracts to the acquisition special system of knowledge and their use in social practice and daily life of the student.

Physical culture as a part of general culture is represented in a higher educational institution by an educational discipline and is an integral component of the integral development of a student's personality, professional training and harmonization of his life activities. An important task of educational and training processes in physical education and sports consists not only in the specifics of teaching the skills and abilities of using the means of physical culture, sports, tourism in higher education institutions, but also, most importantly, in teaching technologies and the greater use of these means in the future, motivation to a healthy lifestyle, improvement of personality and society. Therefore, a special role in the design of physical education in a higher educational institution is to, based on real conditions, offer such forms of organization and ensuring the effectiveness of physical education that would encourage the formation of a student's health culture and his self-development.

Key words: *physical culture, healthy lifestyle, students, social survey, educational process.*

Introduction. Physical education and sports are of great importance in the formation of a healthy lifestyle, spiritual and mental development of student youth. Physical exercises strengthen health, increase neuropsychological resistance to emotional stress, physical and mental capacity.

Analysis of relevant research. The problem of preserving and strengthening health, increasing the mental and physical capacity of students attracts the attention of scientists (O. Mytchyk, I. Klish, O. Panasyuk, etc.) in connection with the significant intensification of the educational process, the increase of information necessary for the future profession and reducing the amount of physical exertion in educational institutions.

In the conditions of a higher school, it is fundamentally important to work on the activation of each student with regard to his physical development, real participation in various forms of physical culture and sports activities (Davis, Bull, Roskoe, 2002; Frank, 2002; Мединський, 2006; Шкретій, 2004).

Aim of the Study. *The purpose* of the article is to study the formation of the student's personality in the context of the formation of a healthy lifestyle and the development of physical culture.

Results. Recently, attention to the healthy lifestyle of students is growing. This is primarily due to society's concern for the health of the specialists being trained by the higher school, and the increase in morbidity in the process of professional training, as this reduces work capacity. It is possible to solve this important social problem by achieving the strategic goal of physical education. That is, to form the student's physical culture as a systemic and integrated personality trait, which is an integral component of the general culture of the future specialist (Frank, 2002).

Physical culture and sports represent an independent type of human activity, the importance of which in the development of society is quite high - regular physical culture and sports can influence the development of social relations and the formation and development of a student's personality. The specificity of the activity of a physical education teacher, the subject of pedagogical activity, is related to the characteristics of the object of activity, students (Davis, Bull, Roskoe, 2002; Мединський, 2006).

Physical education is a pedagogical process aimed at forming the physical culture of an individual as a result of pedagogical actions and self-education. The main expected result of the activity of a physical culture teacher is the formation of a student's physical culture, as the basis for the harmonious development of the personality, strengthening his health, and increasing work capacity. The main tasks of a teacher of physical culture in physical education are educational, developmental, recreational,

educational. Pre-planned, methodically correctly organized, interesting and emotional classes in physical education help to solve these tasks (Мединський, 2006; Шкрєбтій, 2004).

In the process of systematic classes, moral, mental, labor and aesthetic education of the student's personality takes place. Practical teaching experience shows that students included in systematic physical education classes, who are highly active in them, develop a certain stereotype of the daily routine, develop socially oriented attitudes and have a higher vitality. They are more communicative, express their willingness to cooperate, appreciate public recognition, and adequately respond to criticism directed at them. Responsibility, a sense of duty, conscientiousness, and composure are characteristic of this category of students to a greater extent. They interact more successfully in work that requires systematic tension of the body, they are more easily given effective self-control. All this indicates a thorough positive influence of regular physical activity during classes on the personality of students (Frank, 2002).

In order to identify the attitude of students to physical culture and sports, the Department of Physical Education and Life Safety of the Odessa National University of Economics conducted a student questionnaire with the aim of identifying the value attitude to a healthy lifestyle, studying the interests and orientations of young people towards physical culture and sports, using outside of study free time by students and formation of their motivation for physical improvement. A total of 1,470 respondents took part in the survey.

In our study, it was necessary to determine what understanding students who lead or do not lead a healthy lifestyle put into this concept. According to the results of the survey (Fig. 1), 80.27% of respondents understand a healthy lifestyle as giving up bad habits, the same amount, almost 80.95%, as systematic sports and proper nutrition (87.75%). A slightly smaller number of students who took part in the survey gave preference to observing the daily routine (60.94%) and hygiene rules. The fact that only 28.57% of respondents consider medical monitoring as an integral part of a healthy lifestyle is worrying.

According to the results of the survey, it is clear that during their studies at the university, 44.89% of students' attitude towards physical education and sports remained unchanged. This indicator improved in 46.25% of respondents, and worsened in 6.46%.

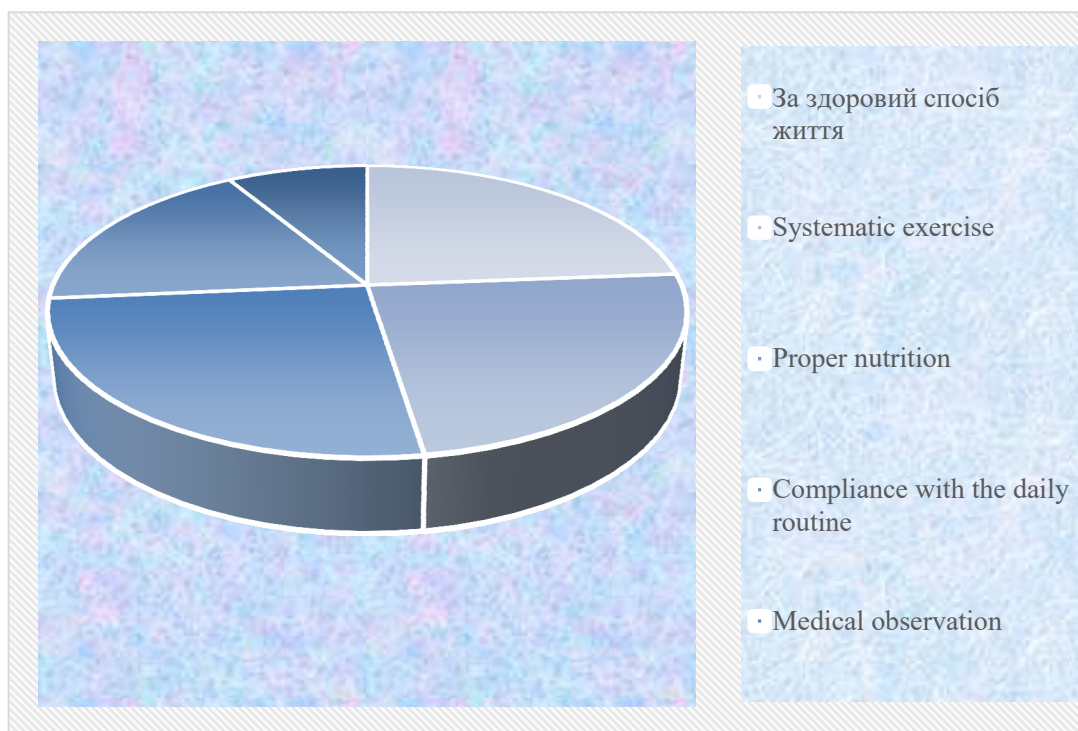


Fig. 1. Study of healthy lifestyle trends according to the social survey of students

Among the contingent of students whose attitude to physical culture improved during their studies at a higher educational institution, 64.7% believe that the reason for this is their awareness that physical culture is important for health. 50% of respondents were interested in the teacher.

27.94% of respondents notice the results of physical activity. 17.68% of student youth believe that interesting, meaningful and well-organized classes are held at the university. The well-being of 33.82% of students improved; during training, 14.7% realized that they are capable of more, and 11.46% overestimated their values. 20.58% learned more exercises, and 26.47% of the subjects do not want to have problems due to missing classes. In the contingent of students (100 people), whose attitude to physical culture at the university has worsened, 90% consider that one of the reasons for this is that the workload does not bring satisfaction, and 80% indicate that there are no developed individual programs. Also, students do not like the forced nature of classes. A small part of the respondents (20%) in physical education classes, in their opinion, receive too heavy loads. 30% of respondents are not interested in doing what they are doing, and even more feel that they are doing the wrong thing.

It is well known that the attitude to health and a healthy lifestyle is closely related to the value orientations of the individual, i.e., what life orientations a person has, what place he places care of his physical condition in a number of other values. In order to analyze this value structure, which determines the importance of a healthy lifestyle for students of the modern Lutsk university, research participants were asked to rank the following parameters: material wealth; new impressions, travels; communicate with friends; health; success in personal life. As a result, it was found that among life priorities, the majority (81.1%) of students put health first (Table 1). This means that modern student youth believe that health is the most valuable thing that a person has.

Physical culture as a part of general culture is represented in a higher educational institution by an educational discipline and is an integral component of the integral development of a student's personality, professional training and harmonization of his life activities. An important task of educational and training processes in physical education and sports consists not only in the specifics of teaching the skills and abilities of using the means of physical culture, sports, tourism in higher education institutions, but also, most importantly, in teaching technologies and the greater use of these means in the future, motivation to a healthy lifestyle, improvement of personality and society. Therefore, a special role in the design of physical education in a higher educational institution is to, based on real conditions, offer such forms of organization and ensuring the effectiveness of physical education that would encourage the formation of a student's health culture and his self-development (Davis, Bull, Roskoe, 2002; Мединський, 2006).

It is also worth noting that among student youth there is a non-serious attitude towards their own physical development, reluctance to engage in sports, and unjustified provision of medical certificates on exemption from physical education classes. The main reasons for such a relationship to physical development are a decline in the health of students, the presence of bad habits, lack of time to prepare for other classes, reluctance to do physical exercises, lack of proper conditions for physical education classes (Davis, Bull, Roskoe, 2002; Frank, 2002; Мединський, 2006).

Table 1

Life priorities of students according to value orientations (%)

Indicator	Place priorities in order of importance					
	1	2	3	4	5	6
New impressions, travels	6,08	6,14	7,76	12,7	21,6	27,7
Material well-being	0,68	7,12	15,3	11,9	15,3	26,2
Education, professional recognition, career	5,76	17,4	21,4	17,4	9,8	6,4
Health	81,1	7,27	3,63	5,45	0,9	1,8
Communicate with friends	1,8	20	17,2	21,9	28,3	13,7
Success in personal life	11,9	31,9	19	22	11,7	5,74

11.9% of respondents put success in their personal life first. It should be noted that a significant part of the respondents pay attention to this priority. Thus, 31.9% put him in the second place in the rating, and 19% and 22% - respectively, in the 3rd and fourth places. It is interesting that students pay little attention to material well-being.

The impact of physical education and sports on the formation of a student's personality is of great social importance, because modern living conditions (both at work and in everyday life) lead to an inevitable decrease in human motor activity – decreased motor activity, in turn, leads to a decrease training of the body, which affects the reduction of mental and physical capacity. Using the main means of physical education, such as physical exercises, natural forces of nature, hygienic factors, a physical education teacher forms the necessary skills and abilities, develops professionally significant qualities, contributes to the morpho-functional improvement of the body, cultivates a stable interest and need for systematic physical education, attracts to the acquisition special system of knowledge and their use in social practice and daily life of the student (Davis, Bull, Roskoe, 2002; Шкрєбтій, 2004).

Conclusion. According to the results of our research, it was found that student youth mostly correctly understand what a healthy lifestyle consists of, but they pay little attention to medical observation, and this fact causes concern. Students' attitudes mostly improve or remain the same during university studies. Health is in the first place among the life priorities of the interviewees.

In general, the level of physical training of students depends on many factors, the main of which directly depends on the level of motor activity, which steadily decreases every year. Physical education classes meet only 10% of the needs of a young body for physical exercises, and the formation and strengthening of health depends on the student himself for 50% or more. The most active components of a healthy lifestyle are the rational organization of students' work, personal hygiene, proper nutrition, hardening, giving up bad habits, and rational physical activity.

Prospects for further research are the development of new methods of physical improvement of student youth and improvement of their health based on personal motivational and value aspects.

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АНОТАЦІЯ

Лелека Віталій. Становлення особистості студента в контексті формування здорового способу життя й розвитку фізичної культури.

Вплив занять фізичною культурою і спортом на становлення особистості студента має важливе соціальне значення, тому, що сучасні умови життя (як на виробництві, так й у побуті) призводять до неминучого зниження рухової активності людини – знижена рухова активність, у свою чергу, веде до зниження тренуваності організму, що впливає на зниження розумової й фізичної працездатності. Метою статті є вивчення становлення особистості студента в контексті формування здорового способу життя й розвитку фізичної культури. Використовуючи основні засоби фізичного

виховання, такі як фізичні вправи, природні сили природи, гігієнічні чинники, викладач фізичного виховання формує необхідні уміння і навички, розвиває професійно значущі якості, сприяє морфофункціональному вдосконаленню організму виховує стійкий інтерес і потребу у систематичних заняттях фізичною культурою, залучає до придбання спеціальної системи знань й використання їх у суспільній практиці й повсякденному житті студента.

Фізична культура як частина загальної культури, представлена у вищому навчальному закладі навчальною дисципліною і є невід'ємним компонентом цілісного розвитку особистості студента, професійної підготовки та гармонізації його життєдіяльності. Важливе завдання навчального та навчально-тренувального процесів з фізичного виховання та спорту полягає не тільки в конкретиці навчання умінням та навичкам використання засобів фізичної культури, спорту, туризму у ЗВО, але й, головне, в навчанні технологіям та більшому застосуванню цих засобів у майбутньому, мотивації до здорового способу життя, вдосконаленню особистості та соціуму. Тому особлива роль в проектуванні фізичного виховання у вищому навчальному закладі полягає в тому, щоб, виходячи з реальних умов, запропонувати такі форми організації та забезпечення ефективності фізичного виховання, які б спонукали до формування культури здоров'я студента та його саморозвитку.

Ключові слова: фізична культура, здоровий спосіб життя, студенти, соціальне опитування, навчально-виховний процес.

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ФОРМИ ТА МЕТОДИ РОБОТИ З ДІТЬМИ ІЗ СІМЕЙ МІГРАНТІВ У ФРАНЦІЇ

У статті проаналізовано провідні форми та методи роботи вчителя з дітьми мігрантів у навчальний та позанавчальний час у Французькій Республіці. Установлено, що ЗВО Франції озброюють майбутніх учителів різноманітними практичними порадами щодо особливостей роботи з дітьми мігрантів, надають їм арсенал форм, методів і засобів аналізу конкретної навчальної ситуації, організують для майбутніх учителів різні види педагогічної практики у закладах дошкільної і середньої освіти, заохочують їх щодо обміну досвідом роботи. Від учителя, який працює з дітьми-мігрантами, вимагається: постійне зайняття самоосвітою; зразковий вигляд і поведінка; не забувати про те, що вчитель повинен завжди бути прикладом моралі, громадянської свідомості та світськості.

З'ясовано, що до ефективних форм та методів роботи вчителів з учнями-мігрантами належать: залучення цієї категорії учнів до активної діяльності в житті школи; організація колективної форми роботи, яка передбачає активну участь дітей із сімей мігрантів у реальних проєктах; навчання жити разом, співпрацювати у колективі; участь у різноманітних змаганнях; проведення спеціальної години для роздумів; залучення дітей та їхніх батьків до програми морального й громадянського виховання; активне