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FEATURES OF THE ORGANIZATION OF PHYSICAL EDUCATION OF STUDENTS IN HIGHER EDUCATION INSTITUTIONS IN TODAY'S REALITIES

The article reveals the peculiarities of the organization of physical education of students in institutions of higher education. Disadvantages of distance learning during physical exercises were revealed. The modern approach, solutions and methods of physical education of students in the conditions of war and coronavirus disease are indicated. An analysis of the level of physical fitness and motor activity of student youth in distance learning conditions was carried out. The state of health of modern youth was analyzed and the level of students' motivation for physical education classes was investigated. Different approaches to solving this problem were also determined during the analysis of literary sources: rethinking the content of physical culture and health education; improvement of physical culture and health work in institutions of higher education and pedagogical training of specialists; increasing the level of somatic health as a result of the introduction of control of the functional state of the body in the process of physical education and health activities. The uncertainty of the very system of organization of physical education of students causes some concern. The approaches practiced in this system, in particular, conducting joint classes with healthy children under the leadership of one teacher, engaging students in general lessons or in general, exempting students from physical exercises in physical education classes are unfounded and ineffective. Since such children can and should engage in motor activities and perform optimal physical activity for them, because scientific research proves the positive impact of active activities on children's health. In addition, joint classes under the guidance of one teacher will not bring the desired result, because he will be forced to distribute his attention to a large number of children.

Key words: *students, physical education, distance learning, motor activity, physical exercises.*

Сабіров О. Особливості організації фізичного виховання студентів закладів вищої освіти в реаліях сьогодення. *У статті розкрито особливості організації фізичного виховання студентів у закладах вищої освіти. Виявлено недоліки дистанційного навчання під час занять фізичними вправами. Зазначено сучасний підхід, способи вирішення та методики фізичного виховання студентів в умовах війни та короновірусної хвороби. Здійснено аналіз рівня фізичної підготовленості та рухової активності студентської молоді в умовах дистанційного навчання. Проаналізовано стан здоров'я сучасної молоді та досліджено рівень мотивації студентів до занять фізичного виховання. Також визначено в ході аналізу літературних джерел різні підходи вирішення даної проблеми: переосмислення змісту фізкультурно-оздоровчої освіти; удосконалення фізкультурно-оздоровчої роботи в закладах вищої освіти і педагогічної підготовки спеціалістів; підвищення рівня соматичного здоров'я в результаті запровадження контролю функціонального стану організму в процесі фізкультурно-оздоровчих занять.*

Ключові слова: *студенти, фізичне виховання, дистанційне навчання, рухова активність, фізичні вправи.*

Formulation of the problem. In Ukraine today, the general problem of improving the health of schoolchildren has emerged urgently. The state of health of student youth is determined by many factors and is assessed by specialists in medical, pedagogical, and psychological sciences as unsatisfactory: the level of general morbidity and prevalence of diseases of individual organs and systems is increasing. This is facilitated by the increasing intensity of the influence of environmental and medical and social risk factors on the health of children, the deterioration of the nutritional structure, the decrease in the effectiveness of traditional preventive measures, and the increase in hypodynamia in connection with the rapid development of scientific and technological progress [1]. In the modern conditions of Ukraine's integration into the European system of higher education, the need to reform the Ukrainian education system, improve it, and raise the level of quality comes to the fore. During the last decade, an alarming situation has developed in Ukraine: the health and physical fitness of student youth has deteriorated sharply. This is primarily related to the crisis in the national system of physical education, which does not meet modern requirements and international standards of human physical fitness. At the current stage of the development of society, physical culture is one of the most important factors in the formation, strengthening and preservation of human health. All this is directly related to student youth. Increasing the effectiveness of physical education of students requires the solution of a number of scientific problems related to research and scientific substantiation of more rational forms, means and methods of optimizing their state of health and physical capacity. According to the Ministry of Health of Ukraine, among students there are: functional abnormalities in the cardiovascular system in 26%, diseases of digestive organs in 17%, diseases of the endocrine system in 10%. In general, more than 50% of students have health disorders, and compared to 2007, the number of people assigned to a special medical group due to their health status increased by 40%, which caused a decrease in the number of children and young people involved in classes in physical education lessons. According to the Ukrainian Institute of Social Research, only 20% of teenagers can be considered healthy. In addition, already in primary school every 3-4th child has various deviations in the state of health, and in primary school this indicator increases significantly and only 25% of graduates of general educational institutions can be classified as healthy people [2]. Considering the above, the state of health of student youth is one of the urgent problems of our society.

Analysis of literary sources. Inefficiency and inadequacy in the organization of teaching physical education in institutions of higher education gave scientists a reason to actively search for ways to improve children's health.

The uncertainty of the very system of organization of physical education of students causes some concern. The approaches practiced in this system, in particular, conducting joint classes with healthy children under the leadership of one teacher, engaging students in general lessons or in general, exempting students from physical exercises in physical education classes are unfounded and ineffective. Since such children can and should engage in motor activities and perform optimal physical activity for them, because scientific research proves the positive impact of active activities on children's health. In addition, joint classes under the guidance of one teacher will not bring the desired result, because he will be forced to distribute his attention to a large number of children.

The analysis of scientific literature indicates different approaches to solving this problem: rethinking the content of physical education and health education (T.Yu. Krutsevich, L.P. Sushchenko, B.M. Shiyan); improvement of physical culture and health work in institutions of higher education and pedagogical training of specialists (S.E. Ermakov, H.M. Maksimenko, V.I. Babich, etc.); increasing the level of somatic health as a result of the introduction of control of the functional state of the body in the process of physical education and health classes (T.V. Glazun;) and others. [5].

One of the effective methods is the use of a differentiated approach in physical education lessons. Its importance and significance were pointed out in their works by famous teachers and scientists such as: Zh.Zh. Rousseau, K.D. Ushinskyi, Ya.A. Comenius. A significant contribution to the development of this problem was made by: I.D. Butuzov, I.M. Cheredov, E.S. Rabunskyi, M.A. Melnikov, I.E.Unt, S.U. Honcharenko, O.I. Bugayev, M.I. Burda, A.A. Sbrueva et al. Also, in recent years, representatives of the field of physical education have been paying more and more attention to the problem of a differentiated approach (V.G. Arefiev, G.V. Krotov, Yu.S. Kostyuk, O.A. Sugonyako, O.O. Bezkopylnyi, O.V. Kuzmin A. V. Furman). As a component of learning management, during which students are divided into groups based on general mental characteristics, the differentiated approach is considered in the works of V.V. Veselova, T.I. Deinichenko, T.Yu. Krutsevich, O.V. The rock The influence of a differentiated approach on the development of physical qualities was indicated in his studies by N.A. Ohanovska, A.V. This and others. But the main goal of these works was aimed at the implementation and improvement of teaching methods that would have an impact on the development of physical training and the identification of the student's physical capabilities.

Thus, the use of differentiation in this direction does not solve this problem, and the trend of increasing the number of sick children indicates the need to search for new ways.

Presenting main material. In the State National Program "Education (Ukraine XXI)", one of the main strategic tasks is the formation of the physical and mental health of student youth. After all, the health of young people is an integral indicator of the general well-being of society, as well as a subtle indicator of all social and environmental problems [4].

To solve the problem of organizing physical education with students, it is necessary to pay a lot of attention to physical education lessons, namely to develop and implement a method of differentiated teaching of physical exercises for this category of students. Physical education is the only subject that can improve the physical condition of students, reduce the risk of disease, functional disorders and deviations that are the result of progressive hypodynamia. It is also not only a means of education and improvement of physical development, but also one of the main factors of restoration and strengthening of health and, in addition, increases and improves general and mental capacity.

The new curriculum for physical culture, which is designed for a healthy student, provides for the harmonious physical development of a child who is able to respond to changes and take an active part in competitions, lead a healthy lifestyle, but students who have nosological manifestations were neglected [2]. The existing program does not take into account the individual characteristics of these children, therefore there is an urgent need to develop and improve the methodology of a differentiated approach taking into account not only the physical development, physical and mental capabilities of students, but also the division into nosological groups.

The research problem is the need to develop ways to improve the system of physical education of student youth. Physical education is a component of comprehensive personality development. It is aimed at ensuring the physical development of the individual, strengthening health, morphological and functional improvement of the human body. The more developed a person's physical and spiritual powers are, the higher the level of his work capacity and productivity. Therefore, the problem of physical education is relevant and socially significant today. A healthy person is more active, mobile, cheerful and generally more viable. The current state of physical education of students requires an objective analysis of existing forms, systems and concepts of its development in the Ukrainian space. This approach creates opportunities to determine the prevailing trends, the existing potential, and also take into account the shortcomings.

However, low motivation to engage in physical culture and sports remains the most urgent problem of physical education in higher educational institutions. This is explained by the fact that today physical education of students is mostly not an educational process, a prerequisite for which is close cooperation between the teacher and the student [1]. Unfortunately, such interaction rarely occurs in practice, mostly the teacher and the student are put in a situation of confrontation. Scientists see the reason for this state in the teacher's failure to take into account the value orientations, needs, and interests that make up the direction of the student's personality. Therefore, the process of physical education in the minds of students becomes a mechanical activity, the main purpose of which is to pass standards and receive a credit.

In the process of physical education, practically healthy children differ significantly in the adaptation capabilities of the body. The existing system of dividing students into groups does not detect children who have various diseases.

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As a rule, the methods of physical education offered for teaching are developed taking into account age-related patterns of body development, that is, they are designed for the "average" student of a specific sex-age group. However, the need to take into account morpho-functional differences in the process of physical exercises is well known. Children of the same chronological age and gender do not constitute a homogeneous group; - the age process, growth and development of the organism of schoolchildren are characterized by considerable individual fluctuations. That is why the methods of physical education developed on the basis of only the age characteristics of the "average" student cannot be objective and, therefore, effective. In view of this, a differentiated approach in physical education, which will take into account not only the general age, but also individual characteristics within the limits of similar morpho-functional indicators of groups, is of particular importance [1].

As for the method of differentiated training of physical exercises for students, first of all, it is necessary to develop a method of dividing children according to different nosological conditions, to make changes in the content of the program material, and to develop a new targeted program to improve the health of such children.

The necessity of differentiation of physical exercises taking into account the nosological division into groups is caused by the fact that each disease has its own characteristics and directly affects the selection of training methods and the use of physical exercises. Therefore, the development and implementation of differentiated learning methods in physical education classes for students of higher education institutions in the conditions of distance learning is one of the effective ways to solve this problem.

Conclusion. As the analysis of literary sources and scientific research showed, the methodology and conduct of physical education classes in institutions of higher education needs further development, improvement and scientific substantiation of new ways of increasing and improving the health of these schoolchildren. The problem of organizing physical education of students is not solved. Therefore, physical education in a higher educational institution is an integral part of the formation of the general and professional culture of the personality of a modern specialist, the system of humanistic education of students. As an educational discipline, mandatory for all specialties, it is also a means of forming a comprehensively developed personality, optimizing the physical and physiological condition of students in the process of professional training. During training, it is important to form students' understanding of the need to constantly work on themselves, studying the peculiarities of their body, to rationally use their physical potential, leading a healthy lifestyle, to constantly learn the values of physical culture.

This obliges researchers to look for new forms and methods of conducting classes and to organize the educational process taking into account not only age and individual characteristics, but also to pay maximum attention to children who have health problems.

Analyzing literary sources, it can be argued that the most effective impact on improving children's health can be achieved by implementing the method of differentiated training of physical exercises for schoolchildren, taking into account their division by nosologies.

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