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## TRAINING OF FUTURE PHYSICAL EDUCATION TEACHERS FOR PHYSICAL RECREATIONAL WORK AT SCHOOL

Hrubar I. Ya., Grabyk N. M., Hulk O. V.

### INTRODUCTION

The educational process in educational institutions has a negative impact on the state of health of students at the present stage. This concerns the content and organisation of the educational process, methodological approaches to teaching, psychological features in the relationship between teachers and students and between students themselves.

A clear organisation of the pedagogical process with a physical culture and recreational al focus can help to change this situation. Therefore, there is a need for special training of future physical education teachers to form a system of preserving and strengthening the health of schoolchildren and improving their physical fitness. It is possible to improve the quality of the pedagogical process through the introduction of health-saving technologies in combination with traditional and innovative forms of training using interdisciplinary links<sup>1 2 3 4</sup>.

The achievements of modern pedagogical science make it possible to substantiate the special training of future physical education specialists for physical recreational work at school<sup>5 6</sup>.

Different aspects of physical recreational work are considered in the researches of V. Vydrin<sup>7</sup>, (theoretical and methodological bases of physical

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<sup>1</sup> Бондарчук Т. В., Миргородская Е. В. Структурно-функціональна модель готовності педагога з фізичної культури оздоровчої діяльності в процесі професійної підготовки студентів. *Теорія і практика фізичної культури*. 2011. №4. С. 54-57.

<sup>2</sup> Гриньова В. М. Формування педагогічної культури майбутнього вчителя (теоретичний та методичний аспекти). Харків : Основа, 1998. 300 с.

<sup>3</sup> Демінська Л. О. Аналіз змісту й умов використання здоров'язберігаючих технологій у системі загальноосвітніх шкіл. Педагогіка, психологія та медико-біологічні проблеми фізичного виховання і спорту. 2010. №11. С. 23-26.

<sup>4</sup> Кошолап А. С. Педагогічні умови підготовки майбутніх учителів до фізичного самовдосконалення : дис. ... канд. пед. наук : 13.00.04. Вінниця, 2000. 182 с.

<sup>5</sup> Іванова Л. І. Підготовка майбутніх учителів фізичної культури до фізкультурно-оздоровчої роботи з учнями загальноосвітніх навчальних закладів : автореф. дис... канд. пед. наук: 13.00.04. К., 2007. 22 с.

<sup>6</sup> Свірщук Н., Возник Т., Драчук А. Спеціальна підготовка майбутніх учителів фізичної культури до фізкультурно-рекреаційної діяльності як приоритетний напрям сучасної вищої освіти. *Фізичне виховання, спорт і культура здоров'я у сучасному суспільстві* : зб. наук. праць Волинського національного університету ім. Лесі Українки. Луцьк : Волин. нац. ун-ту ім. Лесі Українки, 2012. Т. 2 (18). С. 80-85.

recreational ), O. Andreeva<sup>8</sup>, T. Krutsevych<sup>9</sup>, (classification of forms of physical recreational activity), M. Vashchenko<sup>10</sup>, (study of modern methods of physical recreational work), Y. Ryzhkin<sup>11</sup>, T. Krutsevych<sup>12</sup>, (application of physical recreational means in work with different groups of population). The organisational and methodological aspects of physical recreational activities, including in secondary schools, are described in the publications<sup>13 14</sup>.

The contradictions that arise today and are not resolved in previous studies on the organisation and provision of physical recreational work are an important social need that should be aimed at improving the health of students, forming their need for systematic independent physical exercises.

To solve these important issues, it is necessary to develop methods of conducting physical recreational work at school and to form an active approach in future physical education teachers, the necessary knowledge and skills in organising the educational process of a modern school with a health-promoting focus<sup>15 16</sup>.

The problem of preparing future physical education teachers for physical recreational work at school remains unresolved, and the practical ways, means and pedagogical conditions for their implementation are not updated. This led to the choice of our study.

## **1. Requirements for the professional training of future physical education teachers in the context of professionography**

The relevance of improving the Ukrainian education system in the field of physical education is due to a number of objective reasons, the main of which is the insufficient consideration of the role of physical culture and

<sup>7</sup> Видрін В. М., Джумаєв А. Д.. Фізична рекреація – вид фізичної культури. Теорія і практика фізичної культури. 1989. №3. С. 2-3.

<sup>8</sup> Андреєва О. В., Чернявський М. В. Проблеми та перспективи впровадження рекреаційно-оздоровчих занять в загальноосвітніх школах. *Теорія і методика фізичного виховання і спорту*. К.: Олімпійська література. 2005. №4. С. 34-37.

<sup>9</sup> Круцєвич Т., Пангалов С. Теоретичні і методичні аспекти поняття «фізична рекреація». *Спортивний вісник Придніпров'я*. 2010. №2. С. 18-20.

<sup>10</sup> Ващенко Н. П. Рекреаційні комплекси світу. К.: КНЕТУ, 2004. 205 с.

<sup>11</sup> Рижкін Ю. Є. До питання про поняття феномену «фізична рекреація». Теорія і практика фізичної культури. 2001. №4. С. 55-57.

<sup>12</sup> Круцєвич Т. Ю., Безверхня Г. В.. Рекреація у фізичній культурі різних груп населення : навч. посібник. К.: Олімпійська література, 2010. 248 с.

<sup>13</sup> Гільєва І. Впровадження інноваційних технологій та їх елементів на уроках фізичної культури. *Фізичне виховання в школі*. 2007. №2. С. 22-25.

<sup>14</sup> Свірщук Н. С. Сучасні напрямки фізкультурно-рекреаційної роботи в фізичному вихованні: навч.-метод. посібник. Вінниця : «Ландо ЛТД», 2012. 112 с.

<sup>15</sup> Видрін В. М., Джумаєв А. Д.. Фізична рекреація – вид фізичної культури. *Теорія і практика фізичної культури*. 1989. №3. С. 2-3.

<sup>16</sup> Демінська Л. О. Аналіз змісту й умов використання здоров'язберігаючих технологій у системі загальноосвітніх шкіл. *Педагогіка, психологія та медико-біологічні проблеми фізичного виховання і спорту*. 2010. №11. С. 23-26.

sports in improving public health, preventing the most common diseases, increasing efficiency, and organising meaningful leisure. Today, the formation of the speciality «Physical Education» should be carried out primarily through the revision of the training of specialists in health-improving physical culture and recreational<sup>17 18 19 20</sup>.

Modern national and foreign science has certain developments on the problem of physical education of teachers and students. While studying the psychological and pedagogical aspects of physical recreational, Y. Ryzhkin<sup>21</sup> identified pedagogical and psychological conditions for the effectiveness of using various forms of physical recreational activities. An important pedagogical condition for the effectiveness of physical recreational activities of schoolchildren is the professional training of teachers<sup>22 23</sup>. It is determined by a complex of general scientific and special knowledge, skills and abilities that will help to carry out physical recreational al activities with students.

Physical recreational is a component of the teacher's sport and pedagogical activity. The structure of sports and pedagogical activity consists of three components: cognitive, design and performance. The cognitive aspect of the teacher's activity is to study the content and conditions of physical exercises. The designing aspect is in planning the activities of students and their own organisation. Performing activity is directly realised in learning, education and health improvement of pupils<sup>24 25 26 27</sup>.

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<sup>17</sup> Закон України «Про вищу освіту» [Електронний ресурс]. Режим доступу: <http://zakon.rada.gov.ua/laws/show/1556-18>.

<sup>18</sup> Закон України «Про фізичну культуру і спорт». [Електронний ресурс]. Режим доступу: <http://zakon.rada.gov.ua/laws/show/3808-12>.

<sup>19</sup> Іванова Л. І. Підготовка майбутніх учителів фізичної культури до фізкультурно-оздоровчої роботи з учнями загальноосвітніх навчальних закладів : автореф. дис... канд. пед. наук: 13.00.04. К., 2007. 22 с.

<sup>20</sup> Стандарт вищої освіти України: перший (бакалаврський) рівень вищої освіти, галузь знань 01 Освіта/Педагогіка, спеціальність 017 Фізична культура і спорт. Київ, 2019. 13с.

<sup>21</sup> Рижкін Ю. Є. До питання про поняття феномену «фізична рекреація». *Теорія і практика фізичної культури*. 2001. №4. С. 55-57.

<sup>22</sup> Андреєва О. В. Соціально-психологічні фактори, що впливають на вибір різних форм і видів рекреації. *Спортивний вісник Придніпров'я*. 2004. №6. С. 33-36.

<sup>23</sup> Суббота Ю. В. Оздоровчі рухові програми самостійних занять фізичною культурою і спортом: практичний посібник. Випуск 1. Київ: КНЕУ, 2007. 164 с.

<sup>24</sup> Андреєва О. В., Чернявський М. В. Проблеми та перспективи впровадження рекреаційно-оздоровчих занять в загальноосвітніх школах. *Теорія і методика фізичного виховання і спорту*. К.: Олімпійська література. 2005. №4. С. 34-37.

<sup>25</sup> Круцевич Т., Пангалов С. Теоретичні і методичні аспекти поняття «фізична рекреація». *Спортивний вісник Придніпров'я*. 2010. №2. С. 18-20.

<sup>26</sup> Плачінда Т. С. Педагогічні умови стимулювання активності студентів вищих педагогічних навчальних закладів до фізкультурної діяльності: автореф. дис. на здобуття наук. ступеня канд. пед. наук : спец. 13.00.04. Кіровоград, 2008. 20 с.

The effectiveness of using different forms of physical recreational activities of students depends on the motivation of teachers<sup>28 29</sup>. Motivation determines teachers' orientation towards physical culture and recreational activities with students, desire for its creative implementation, conviction in the importance of this activity, interest in it in school conditions, belief in the possibility of achieving success with students in this activity. The formation of teacher's motivation for physical education and recreational activities is determined by the following indicators: motives for choosing a profession; desire for pedagogical self-improvement and self-education in the field of physical recreational activities<sup>30 31</sup>.

Many scientists, studying the problem of physical culture and recreational activities of teachers and students, are convinced that the physical culture and recreational orientation of the educational process at school requires appropriate training of specialists and acquires social significance<sup>32 33</sup>.

The pedagogical orientation of future teachers is determined by the next factors: emotional and value attitude to the teaching profession, inclination to engage in activities specific to this profession; professionally significant personality qualities as a component of pedagogical abilities; reflective management of students' development.

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<sup>27</sup> Свірщук Н. С. Діагностика рівня сформованості теоретичних знань і практичних навичок учителів фізичної культури до проведення фізкультурно-рекреаційної роботи в школі. Сучасні інформаційні технологія та інноваційні методики навчання у підготовці фахівців: методологія, теорія, досвід, проблеми. зб. наук. пр. [редкол. : І. Я. Зязюн (голова) та ін.]. Київ-Вінниця : ТОВ фірма «Планер», 2011. Вип. 28. С. 450-455.

<sup>28</sup> Суббота Ю. В. Оздоровчі рухові програми самостійних занять фізичною культурою і спортом: практичний посібник. Випуск 1. Київ: КНЕУ, 2007. 164 с.

<sup>29</sup> Приступа Е. Н., Жданова О. М., Линець М. М. Фізична рекреація : навч. посіб. для студ. вищ. навч. закл. фіз. виховання і спорту / за наук. ред. Е. Приступи. Л.: ЛДУФК, 2010. 447 с.

<sup>30</sup> Батищева М. Р. Підготовка майбутніх учителів фізичної культури до проведення оздоровчої гімнастики та фітнесу з дівчатами-старшокласницями : автореф. дис. на здобуття наук. ступеня канд. пед. наук : спец. 13.00.04. Луганськ, 2009. 20 с.

<sup>31</sup> Кошолап А. С. Педагогічні умови підготовки майбутніх учителів до фізичного самовдосконалення : дис. ... канд. пед. наук : 13.00.04. Вінниця, 2000. 182 с.

<sup>32</sup> Іванова Л. І. Підготовка майбутніх учителів фізичної культури до фізкультурно-оздоровчої роботи з учнями загальноосвітніх навчальних закладів : автореф. дис... канд. пед. наук: 13.00.04. Нац. пед. ун-т ім. М.П.Драгоманова. К., 2007. 22 с.

<sup>33</sup> Свірщук Н. С. Діагностика рівня сформованості теоретичних знань і практичних навичок учителів фізичної культури до проведення фізкультурно-рекреаційної роботи в школі. Сучасні інформаційні технологія та інноваційні методики навчання у підготовці фахівців: методологія, теорія, досвід, проблеми. зб. наук. пр. [редкол. : І. Я. Зязюн (голова) та ін.]. Київ-Вінниця : ТОВ фірма «Планер», 2011. Вип. 28. С. 450-455.

Teacher's education is a complex dynamic social system that includes pre-university stage, stages of professional training and professional development<sup>34 35 36</sup>.

A professionogram (from the Latin «professio» – speciality, «gramma» – record) is a system of features that describe a particular profession and also contain a list of norms and requirements for an employee. In particular, a professionogram may include a list of psychological characteristics that must be met by representatives of specific professional groups. Thus, a professionogram is a description of the characteristics of a particular profession, which reveals the specifics of professional work and the requirements for a person<sup>37</sup>.

The study of a teacher's professionogram allows us to identify the main features that should be inherent in a future specialist of physical education. At the same time, the specificity of his/her professional activity should put forward its own requirements to the training process.

Each of the researchers of this problem defined their own professionogram of a teacher, i.e. such psychophysiological characteristics that are necessary for effective pedagogical activity.

It should be noted that these character traits and mental attributes are important for specialists of any profile, but they are especially important for physical education teachers who organise their activities in the context of health education and health protection<sup>38 39</sup>.

According to researchers, the lack of differentiated descriptions of teaching professions is an obstacle to improving professional competence<sup>40</sup>

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<sup>34</sup> Гриньова В. М. Формування педагогічної культури майбутнього вчителя (теоретичний та методичний аспекти) Харків: Основа, 1998. 300 с.

<sup>35</sup> Зубанова Н. Ю. Формування професійно-педагогічної спрямованості особистості майбутнього вчителя фізичної культури : дис. ... канд. наук з фіз. виховання і спорту : 24.00.02 Луцьк, 1998. 169 с.

<sup>36</sup> Свірщук Н., Вознюк Т., Драчук А. Спеціальна підготовка майбутніх учителів фізичної культури до фізкультурно-рекреаційної діяльності як пріоритетний напрям сучасної вищої освіти. *Фізичне виховання, спорт і культура здоров'я у сучасному суспільстві* : зб. наук. праць Волинського національного університету ім. Лесі Українки. – Луцьк : Волин. нац. ун-ту ім. Лесі Українки, 2012. Т.2 (18). С. 80-85.

<sup>37</sup> Закон України «Про вищу освіту» [Електронний ресурс]. Режим доступу: <http://zakon.rada.gov.ua/laws/show/1556-18>.

<sup>38</sup> Демінська Л. О. Аналіз змісту й умов використання здоров'язберігаючих технологій у системі загальноосвітніх шкіл. *Педагогіка, психологія та медико-біологічні проблеми фізичного виховання і спорту*. 2010. №11. С. 23-26.

<sup>39</sup> Андреєва О. В. Соціально-психологічні фактори, що впливають на вибір різних форм і видів рекреації. *Спортивний вісник Придніпров'я*. 2004. №6. С. 33-36.

<sup>40</sup> Овчарук О. В. Компетентнісний підхід у сучасній освіті: світовий досвід та українські перспективи: [колективна монографія] / під заг. ред. О. В. Овчарук. К., 2004. 112 с.

<sup>41</sup>. The success of physical recreational work (PRW) depends not only on the professional qualities of the teacher, but also on his/her sensitivity, ability to communicate with students, to penetrate into the problems and to find ways to solve them. For PRW, it is particularly important to develop positive motivations for learning and to take special measures to take into account the emotional factor during classes.

Physical recreational work is primarily aimed at relaxation, so conflicts and misunderstandings between participants reduce the effectiveness of classes. The most important feature of a teacher is the ability to prevent conflict situations with students<sup>42</sup>.

In accordance with the existing standards, the professiogramme of a graduate of the Faculty of Physical Education defines a system of requirements for the professional activity and personality of a physical education teacher.

Teachers' professional training requires a clear focus on a model that not only responds to the current needs of the school, but also goes ahead of them<sup>43 44</sup>.

In particular, the educational qualification characteristic (EQC) of a graduate is reflected in a state regulatory document that defines the goals of educational and professional preparation of a specialist, his or her place in the social structure of society and the professional purpose, qualifications and areas of use of such an educational qualification level. It operates in secondary and preschool educational institutions, physical culture and sports organisations. The functional responsibilities of the bachelor of physical education are to conduct individual and group classes in physical education, sports, recreational and health work at school. Among other features and abilities of graduates, the necessary professional and pedagogical traits are listed: positive attitude to work in a secondary school; ability to freely navigate the peculiarities of working with a multi-age group, mastery of pedagogical improvisation; desire and ability to overcome difficulties in organising the educational and training process; interest in the work of a teacher and coach in the chosen sport; perseverance in conducting various

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<sup>41</sup> Стандарт вищої освіти України: перший (бакалаврський) рівень вищої освіти, галузь: знань 01 Освіта/Педагогіка, спеціальність 017 Фізична культура і спорт. Київ, 2019. 13с.

<sup>42</sup> Видрін В. М., Джумасів А. Д. Фізична рекреація – вид фізичної культури. *Теорія і практика фізичної культури*. 1989. №3. С. 2-3.

<sup>43</sup> Бондарчук Т. В., Миргородська Е. В. Структурно-функціональна модель готовності педагога з фізичної культури оздоровчої діяльності в процесі професійної підготовки студентів. *Теорія і практика фізичної культури*. 2011. №4. С. 54-57.

<sup>44</sup> Гриньова В. М. Формування педагогічної культури майбутнього вчителя (теоретичний та методичний аспекти) Харків: Основа, 1998. 300 с.

activities; availability of organisational skills for conducting educational and training activities<sup>45</sup>.

The content of the theoretical component of special training of students of the Faculty of Physical Education for physical culture and recreational activities can be grouped according to the degree of importance of the components for professional training into three groups:

- 1) theoretical material about which the student should only be informed;
- 2) theoretical material that the student must know and retain in his/her memory;
- 3) theoretical material that the student must learn in order to apply in practical activities, without which these activities become inefficient and ineffective.

Such grouping of theoretical educational material as the content of one of the components of special training of future teachers is a rather complicated and not fully developed problem, successful solution of which would greatly facilitate positive solution of other aspects of organisation of future physical education teacher training in pedagogical university.

The structure of the qualification characteristics of a physical education specialist should contain, in addition to special knowledge, practical skills and abilities, a physical culture and recreational component. In the light of updated modern concepts of education and upbringing, the teacher's personality plays an important role not only in transferring a certain amount of knowledge, skills and abilities to students, but also in forming the need for individual physical and recreational activities to maintain and strengthen their own health.

Therefore, the qualification requirements for physical education teachers should also include specific requirements for conducting physical education and recreational work with students. However, not every higher education institution trains narrow specialists in recreational and health-promoting physical education. A specialist in recreational and health-improving physical culture should be comprehensively prepared for creative professional and pedagogical, physical culture and health-improving, agitation and propaganda work with different groups of the population, have the basics of knowledge of social, humanitarian, psychological and pedagogical, medical and biological, special pedagogical sciences.

To effectively carry out recreational work, it is necessary to have knowledge of the anatomical, physiological and psychological characteristics of different age groups and hygienic requirements for the environment.

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<sup>45</sup> Стандарт вищої освіти України: перший (бакалаврський) рівень вищої освіти, галузь знань 01 Освіта/Педагогіка, спеціальність 017 Фізична культура і спорт. Київ, 2019. 13 с.

## 2. Modern forms of physical recreational work with students

The state of children's health caused by social factors and the inadequate level of organization of mass physical education. This demonstrates the demand for restructuring the educational process of students, searching for new forms and methods of physical education. Many monitoring studies have shown that the current quality of school physical education does not contribute to the formation of students' desire to learn the values of physical education, to participate in sports clubs or to do it on their own<sup>46</sup>.

Today, physical activity in its various manifestations remains an important means of forming human physical culture: physical culture and recreational, physical culture and education, physical culture and sports, physical culture and rehabilitation, physical culture and adaptive, – the components of each of which are physical exercises. The basis of physical culture and recreational al activities of schoolchildren is made up of various forms of physical culture and sports, implemented in free or specially designated time. This helps to avoid the one-sidedness of the sports approach to the education of students, to improve their health, to form ethical behavior and value orientations, and to revive mass physical culture<sup>47 48 49</sup>.

The scientific works of V. Vydrin<sup>50</sup>, and Y. Ryzhkin<sup>51</sup>, show that recreational al activity is based on unregulated motor activity, which is effectively used in leisure time to optimize the physical and mental state of a person.

The main purpose of physical culture recreational is health-improving and entertaining; there are no winners and losers.

Physical culture and recreational al activities can also be of a mass character and be realized in both individual and group forms of classes, but its main purpose is rest, entertainment, self-improvement and rational use of free time.

When studying peculiarities of physical improvement of secondary school students during the school day, recreational al activities and exercises

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<sup>46</sup> Безверхня Г. В. Формування мотивації до самовдосконалення учнів загальноосвітніх шкіл засобами фізичної культури і спорту : метод. рекомендації для вчителів фізичної культури. Умань: УДПУ, 2003. 52 с.

<sup>47</sup> Андреєва О. В.. Чернявський М. В. Проблеми та перспективи впровадження рекреаційно-оздоровчих занять в загальноосвітніх школах. Теорія і методика фізичного виховання і спорту. К.: Олімпійська література. 2005. №4. С. 34-37.

<sup>48</sup> Андреєва О., Пацалюк К. Класифікація рекреаційних занять. *Спортивний вісник Придніпров'я*. 2007. №1. С. 21-24.

<sup>49</sup> Круцевич Т. Ю., Безверхня Г. В.. Рекреація у фізичній культурі різних груп населення : навч. посібник. К.: Олімпійська література, 2010. 248 с.

<sup>50</sup> Видрін В. М., Дкумаєв А. Д. Фізична рекреація – вид фізичної культури. *Теорія і практика фізичної культури*. 1989. №3. С. 2-3.

<sup>51</sup> Рижкін Ю. Є. До питання про поняття феномену «фізична рекреація». *Теорія і практика фізичної культури*. 2001. №4. С. 55-57.

are important. The scientific organization of physical recreational classes is able to ensure absolute coverage of children and provide qualified management of their educational activities and leisure time, to help prevent student fatigue, both in the learning process and in their free time<sup>52</sup>.

According to research<sup>53 54</sup> the alternation of academic classes and physical exercises performed during the school day not only contributes to mental relaxation, but also increases students' performance, attention and memory.

Surveys<sup>55 56</sup> show that increasing the amount of physical activity through out-of-class activities has a positive impact on the development of physical qualities, the state of the cardiovascular system, and has a psychoenergetic effect.

Out-of-class physical education and recreational activities do not require a clearly regulated and dosed load. At the same time, it allows to increase the duration of physical exercises, accelerates the process of physical improvement. According to observations<sup>57 58</sup>, today a little more than 30% of primary school students are engaged in physical recreational activities during extracurricular time and only 10% of older students.

In our opinion, extracurricular physical recreational activities should be organized on the initiative of schoolchildren, but under the guidance of a teacher who should take into account the individual needs and interests of the child. The teacher acts as an organizer of classes and coordinator of activities, being a leader and a partner at the same time. All out-of-class work is focused on health improvement and entertainment of students and is planned for the school year during extracurricular time.

Within the context of our study, it is interesting to consider the individual forms of physical exercises with a pronounced recreational orientation implemented by students during the lesson forms of physical exercises.

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<sup>52</sup> Свірщук Н. С. Діагностика рівня сформованості теоретичних знань і практичних навичок учителів фізичної культури до проведення фізкультурно-рекреаційної роботи в школі. Сучасні інформаційні технологія та інноваційні методики навчання у підготовці фахівців: методологія, теорія, досвід, проблеми. зб. наук. пр. [редкол. : І. Я. Зязюн (голова) та ін.]. Київ-Вінниця : ТОВ фірма «Планер», 2011. Вип. 28. С. 450-455.

<sup>53</sup> Суббота Ю. В. Оздоровчі рухові програми самостійних занять фізичною культурою і спортом: практичний посібник. Випуск 1. Київ: КНЕУ, 2007. 164 с.

<sup>54</sup> Кошолап А. С. Педагогічні умови підготовки майбутніх учителів до фізичного самовдосконалення : дис. ... канд. пед. наук : 13.00.04. Вінниця, 2000. 182 с.

<sup>55</sup> Кібальник О. Оздоровчі технології для підвищення рухової активності підлітків. *Теорія і методика фізичного виховання і спорту*. 2007. № 4. С. 15-18.

<sup>56</sup> Давиденко О. В. Семенко В. П., Фандікова Л. О Основи програмування фізкультурно-оздоровчих занять з дитячим контингентом. Тернопіль : Астон, 2003. 144 с.

<sup>57</sup> Круцевич Т., Пангалов С.. Теоретичні і методичні аспекти поняття «фізична рекреація» *Спортивний вісник Придніпров'я*. 2010. №2. С. 18-20.

<sup>58</sup> Свірщук Н. С. Сучасні напрямки фізкультурно-рекреаційної роботи в фізичному вихованні: навч.-метод. посібник Вінниця : «Ландо ЛТД», 2012. 112 с.

Students' demonstration of independence and initiative contributes to the formation of the need for physical education and sports. A special place in the individual work of students belongs to the ability to organize classes, mastering the skills of control and self-control. It is important that students know what is best to do in their free time and know how to do it<sup>59</sup> <sup>60</sup>.

The main forms of independent physical classes for students are: recreational al walking, which is used as a means of active recreational and as a training exercise; recreational al running, which is one of the most popular types of physical exercises due to its naturalness and accessibility; recreational al swimming, which is an effective means of improving physical condition, restoring work capacity and active recreational ; sports and active games. Their high emotionality is of particular importance in the physical recreational activities of students; cycling or exercise bike; classes in gymnastics halls; tourism – one of the most popular types of physical exercise; hardening of the body and other forms. It has been established that physical culture and recreational al activities are important for the physical improvement of students, increasing mental activity, attention and memory, as well as for the effective organization of students' free time<sup>61</sup> <sup>62</sup>.

We suggest that the accumulated experience of physical recreational activities conducted at school both during the academic day and out of class time should be used in organizing and conducting physical education lessons in schools with a three-hour weekly load<sup>63</sup>.

The analysis of scientific and methodical literature on physical recreational problems allowed us to distinguish three main directions of school physical recreational al activities<sup>64</sup> <sup>65</sup>.

*The first direction* of school physical recreational activity includes those forms that are in some way related to sports activities. These include

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<sup>59</sup> Безверхня Г. В. Формування мотивації до самовдосконалення учнів загальноосвітніх шкіл засобами фізичної культури і спорту : метод. рекомендації для вчителів фізичної культури. Умань : УДПУ, 2003. 52 с.

<sup>60</sup> Васьков Ю. В. Система фізичного виховання 5-9 класио. Харків: Ранок, 2009. С. 44-46.

<sup>61</sup> Сущенко Л. П. Теоретико-методологічні засади професійної підготовки майбутніх фахівців фізичного виховання та спорту у вищих навчальних закладах : автореф. дис. на здобуття наук. ступеня д-ра пед. наук : спец. 13.00.04. К., 2003. 45 с.

<sup>62</sup> Твердохліб О. Ф. Нетрадиційні види оздоровчої фізичної культури. Асани – цілющі положення тіла : навчальний посібник К. : ІВЦ «Видавництво Політехніка» : Видавнича компанія «Воля», 2005. 160 с.

<sup>63</sup> Свірщук Н. С. Сучасні напрямки фізкультурно-рекреаційної роботи в фізичному вихованні : навч.-метод. Посібник. Вінниця : «Ландо ЛТД», 2012. 112 с.

<sup>64</sup> Крущевич Т., Пангалов С.. Теоретичні і методичні аспекти поняття «фізична рекреація» Спортивний вісник Придніпров'я. 2010. №2. С. 18-20.

<sup>65</sup> Приступа Є. Н., Жданова О. М., Линець М. М. Фізична рекреація : навч. посіб. для студ. вищ. навч. закл. фіз. виховання і спорту. за наук. ред. Є. Приступи. Л. : ЛДУФК, 2010. 447 с.

sections on different sports organized on the sports base of schools, physical culture and sports holidays, sports festivals, sports hours and competitions<sup>66</sup>.

*The second direction* includes forms that show the relationship between physical recreational and physical education. These include sections on basic physical training, individual classes on basic physical training, and hiking. The content of these sports and recreational al activities involves improving the physical qualities acquired in physical education lessons. During individual classes, students should use proven physical exercises that improve the physical resources of the body. Individual classes of basic physical training, which are used in physical recreational activities of students, allow to reduce “motor hunger”, they are emotionally active rest. To do this, it is recommended to organize a home stadium with its use for morning exercises and breathing exercises, basic physical training using the method of circuit training at home<sup>67 68</sup>.

The forms of physical recreational al activity of students, mainly in high school, include recreational al classes with weights.

The use of recreational al activities with the help of athletic gymnastics is a consequence of the “fitness boom”. The medical and biological factors of these classes are: correction of body weight, maintenance of muscle tone and health improvement. One of the main motivations for these classes is the combination of psychosocial and medical and biological factors. The leading psychosocial factors are enjoyment of exercise, change of activity and the possibility of informal communication<sup>69 70</sup>.

*The third direction* of physical recreational al activities of students includes forms aimed at motor rehabilitation. These include classes in special medical groups, gyms, walks, and hardening procedures. An example of the interaction of physical recreational with motor rehabilitation is compulsory morning gymnastics for 10-15 minutes, which is practiced in many schools<sup>71</sup>.

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<sup>66</sup> Свірщук Н. С., Норцова Н. О. Вплив різних засобів фізичної культури на розвиток фізичної активності школярів середніх класів. *Фізична культура, спорт та здоров'я нації* : зб. наук. праць присвячений 50-річчю інституту фізичного виховання і спорту. Вінниця, 2006. С. 136-142.

<sup>67</sup> Бондар В. І. *Дидактика : ефективні технології навчання студентів* : навч. посіб. К.: 1996. 129 с.

<sup>68</sup> Васьков Ю. В. *Система фізичного виховання 5-9 класи*. Харків : Ранок, 2009. С. 44-46.

<sup>69</sup> Безверхня Г. В. *Формування мотивації до самовдосконалення учнів загальноосвітніх шкіл засобами фізичної культури і спорту : метод. рекомендації для вчителів фізичної культури*. Умань : УДПУ, 2003. 52 с.

<sup>70</sup> Андреєва О. В. Соціально-психологічні фактори, що впливають на вибір різних форм і видів рекреації. *Спортивний вісник Придніпров'я*. 2004. №6. С. 33-36.

<sup>71</sup> Андреєва О., Пацалюк К.. Класифікація рекреаційних занять. *Спортивний вісник Придніпров'я*. 2007. №1. С. 21-24.

The analysis of theoretical and scientific-practical sources allows us to conclude that within the context of physical recreational activities, with the help of various types of motor activity, a state is created that ensures the normal functioning of the human body<sup>72</sup>.

For more qualitative organization and conducting of lessons on the basis of physical and recreational activity, we need to define modern forms and types of physical and recreational activity of students<sup>73</sup>.

The practical manifestation of modern physical recreational al techniques in physical education is a variety of fitness programs, created, as a rule, on the basis of different types of physical activity<sup>74</sup>.

Priority and prospects of development of fitness programs of a new type are ensured by their compliance with the following main positions:

- the presence of a significant health-improving effect due to the participation of large muscle groups, the possibility of prolonged movement, mostly rhythmic in character, with a predominantly aerobic mechanism of energy supply;

- absence of maximum physical activity against the prevalent use of exercises of medium and low intensity;

- a wide range of motivational guidelines, taking into account the individual needs and interests of potential users of fitness programs;

- active implementation of innovative ways and methods of achieving a health-improving effect, ensuring maximum comfort of the training conditions, readiness for timely modernization of the arsenal of technical means<sup>75 76</sup>.

In our country, the term “aerobics” is defined as dance and gymnastic forms that use long-lasting cyclical movements involving large muscle groups, performed to music in a flowing method. The most famous among them are:<sup>77</sup>

*Walk training* – the most accessible form of aerobic exercise with a predominant use of walking, the purpose of which is to train the cardiovascular and respiratory systems and functional endurance.

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<sup>72</sup> Свірщук Н. С. Сучасні напрямки фізкультурно-рекреаційної роботи в фізичному вихованні: навч.-метод. Посібник. Вінниця : «Ландо ЛТД», 2012. 112 с.

<sup>73</sup> Бабешко О. Завадич В. Уроки степ-аеробіки в школі. *Фізичне виховання в школі*. 2007. №2. С. 42-48; №3. С. 35-39.

<sup>74</sup> Батіщева М. Р. Підготовка майбутніх учителів фізичної культури до проведення оздоровчої гімнастики та фітнесу з дівчатами-старшокласницями : автореф. дис. на здобуття наук. ступеня канд. пед. наук : спец. 13.00.04. Луганськ, 2009. 20 с.

<sup>76</sup> Гільєва І. Впровадження інноваційних технологій та їх елементів на уроках фізичної культури. *Фізичне виховання в школі*. 2007. №2. С. 22-25.

<sup>77</sup> Бабешко О. Завадич В. Уроки степ-аеробіки в школі. *Фізичне виховання в школі*. 2007. №2. С. 42-48; №3. С. 35-39.

Low impact is a dance-oriented direction with exercises of increased coordination complexity without impact loads that cause a negative piezo effect (one foot remains on the floor at all times).

*Dance aerobics* (hip-hop, aerodance, salsa, Latin, city jam, afrobeat, rock and roll) – formed from the music and dance styles of the same name, combined with elements of modern choreography, pop and sports exercises.

The most well-known types of step aerobics today are: basic step, step Latin, step city jam, step jogging, double step and step “around the world”. The specificity of each of them is determined by the nature of the movements that prevail in the class and their focus.

*Rope skipping* is a combination of various jumps, acrobatic and dance elements with one or two ropes, which are performed individually and in groups.

In accordance with the motives and interests of those involved, their age, level of physical condition, modern modifications of jumping rope can have the following focus: health, based on moderate and low intensity loads, recreational al, which includes a variety of games, relays, competitions, shows using jump ropes; sports, which involves holding competitions in rope skipping in the scope of compulsory and arbitrary programs<sup>78 79</sup>.

A component of modern fitness programs is *stretching*, a system of specially fixed positions of certain parts of the body to develop flexibility and mobility in the joints. Organized after the main warm-up, at the end of the aerobic or strength part of the lesson, as well as in the form of an independent lesson, stretching exercises by tensing and relaxing various muscles and ligaments increase motor activity, relieve excessive neuropsychic stress, eliminate the syndrome of delayed muscle pain after exertion, and serve as injury prevention. As a result of systematic training, the elasticity of muscles and ligaments increases significantly, and the range of motion in the joints increases<sup>80 81</sup>.

The methodology for conducting a physical education lesson using rope skipping and stretching is described by T. Krutsevych<sup>82</sup>.

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<sup>78</sup> Бабешко О. Завадич В. Уроки степ-аэробики в школі. Фізичне виховання в школі. 2007. №2. С. 42-48; №3. – С. 35-39.

<sup>79</sup> Приступа Є. Н., Жданова О. М., Линець М. М. Фізична рекреація : навч. посіб. для студ. вищ. навч. закл. фіз. виховання і спорту. за наук. ред. Є. Приступи. Л. : ЛДУФК, 2010. 447 с.

<sup>80</sup> Андреєва О., Пацалюк К. Класифікація рекреаційних занять. *Спортивний вісник Придніпров'я*. 2007. №1. С. 21-24.

<sup>81</sup> Свірцук Н. С. Сучасні напрямки фізкультурно-рекреаційної роботи в фізичному вихованні : навч.-метод. посібник. Вінниця : «Ландо ЛТД», 2012. 112 с.

<sup>82</sup> Круцевич Т., Пангалов С. Теоретичні і методичні аспекти поняття «фізична рекреація». *Спортивний вісник Придніпров'я*. 2010. №2. С. 18-20.

*Callanetics* – a system of physical exercises that is an alternative to traumatic aerobics and is more effective in terms of achieving results. The goal of callanetics is to improve the figure with the help of specially selected and organized statodynamic exercises and stretching of various muscle groups and has virtually no age restrictions.

*Slim jim, body styling, body shaping* are popular systems of exercises, constituent elements of aerobics, callanetics, choreography, bodybuilding, the purpose of which is a versatile effect on the body of those who exercise, as well as weight correction and improvement of body shape (slim jim, body shaping), mastering new elements of choreography (body styling)<sup>83</sup>.

*Wellness fitness* is a balanced program of individual physical activity, built with the most important priorities of physical improvement of people of different genders and ages in mind. A complex of special exercises of selective orientation is used in health fitness to form a proportional physique, develop the most important motor skills and improve the performance of the main functional systems of the body<sup>84</sup>.

The methodological features of building health fitness classes are a consistent combination of work with weights and on exercise machines with a variety of aerobic exercises, as well as stretching.

*Aquafitness* is a system of selective physical exercises in the aquatic environment, which, due to its unique properties, acts as a natural, multifunctional exercise machine. The health-improving effect of aquafitness means is due to the activation of the most important functional systems of the body, the high energy cost of the work performed, the phenomenon of gravitational unloading of the musculoskeletal system, the presence of a stable hardening effect, characterized by a wide range of its target orientation – therapeutic and preventive, recreational al, and conditioning.

Among the non-traditional types of health-improving physical culture and recreational, yoga is becoming increasingly popular – a system that helps to achieve harmony between the body and the inner world. There are three types of yoga exercises: physical, breathing and meditation. All of them are aimed at improving both physical and mental health. It is thanks to this approach that yoga exercises are popular with students<sup>85 86</sup>.

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<sup>83</sup> Твердохліб О. Ф. Нетрадиційні види оздоровчої фізичної культури. Асані – цілющі положення тіла: навчальний посібник К.: ІВЦ «Видавництво Політехніка» : Видавнича компанія «Воля», 2005. 160 с.

<sup>84</sup> Суббота Ю. В. Оздоровчі рухові програми самостійних занять фізичною культурою і спортом: практичний посібник. Випуск 1. Київ: КНЕУ, 2007. 164 с.

<sup>85</sup> Твердохліб О. Ф. Нетрадиційні види оздоровчої фізичної культури. Асані – цілющі положення тіла : навчальний посібник. К.: ІВЦ «Видавництво Політехніка» : Видавнича компанія «Воля», 2005. 160 с.

The modern period of development of physical recreational is characterized by the integration of new forms and means that meet the needs of today. The choice of any of them depends on personal preferences and capabilities. The available information on their use and the absence of contraindications for most of the recreational al techniques make them accessible to a wide range of users. Therefore, in order to be competitive in the labor market, future physical education teachers should be well versed in modern trends in physical recreational and be able to use them in the practice of physical education of students.

### **3. Pedagogical conditions for the preparation of future teachers of physical education for the physical recreational work at school**

Preparing physical education (PE) teachers for physical recreational work at school is a complex and multifaceted process. Effective solution of this problem, significance of the results depends on the creation of appropriate pedagogical conditions. The pedagogical conditions of the process of preparing future PE teachers for physical culture and recreational work include the rational organization of educational space, which contributes to the development of professional traits of a highly organized personality. Among the conditions are the following:

*1. Mastering by future physical education teachers of models of lessons with physical education recreational orientation.*

In the theory and practice of scientific research in recent years, the modeling method (model) has been increasingly used as a method of scientific cognition. Some authors note that “today there is no field of knowledge that does not use modeling methods”. The following works are devoted to solving this problem<sup>87 88 89</sup>.

The following requirements should be met when forming a model of physical education lessons:

1. The teacher should ensure a high educational level of each lesson through the connection of the subject with the life of students (today and in the future).

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<sup>86</sup> Свірщук Н. С. Сучасні напрямки фізкультурно-рекреаційної роботи в фізичному вихованні : навч.-метод. посібник. Вінниця : «Ландо ЛТД», 2012. 112 с.

<sup>87</sup> Максимчук Б. А. Професійна підготовка майбутнього вчителя : фізичне виховання, спорт, здоров'я: [монографія] / Б. А. Максимчук, О. В. Шестопалюк. Вінниця: Планер, 2009. 236 с.

<sup>88</sup> Гриньова В. М. Формування педагогічної культури майбутнього вчителя (теоретичний та методичний аспекти). Харків : Основа, 1998. 300 с.

<sup>89</sup> Дудорова Л. Ю. Педагогічні умови формування потреби в здоровому способі життя майбутніх учителів у процесі фізичного виховання: дис. ... канд. пед. наук : 13.00.04. Вінниця, 2009. 206 с.

2. Each lesson should be interconnected with previous and subsequent ones, forming an integral system of lessons.
3. The modern lesson is characterized by the organization of independent learning activities of students.
4. An indicator of students' activity in a modern lesson is the variety of forms, means, methods and techniques used by the teacher.
5. Achieving optimal motor activity of students throughout the lesson.
6. Ensuring the functioning of the system of control of knowledge, skills and abilities of students.
7. Proper conditions for conducting lessons (educational and material, hygienic, aesthetic and moral-psychological).

In the practice of physical education, the following basic models of organization of the educational process are defined: directed development of motor abilities, health and recreational and sports orientation and formation of a motor routine. Any educational establishment chooses one of these models, depending on the staffing and material and technical base, focusing on the interests of students and school traditions, using forms of physical education (lesson, dynamic breaks, health days, sports holidays, sectional classes)<sup>90</sup>.

Preparing a teacher for physical recreational work and conducting lessons on its basis is a system of mastering theoretical knowledge and forming practical skills in the structure of professional training of physical education teachers<sup>91</sup>.

The use of the modeling method in the process of physical recreational classes allows to take into account: the existing conditions of material and technical support, the characteristics of the contingent of students and at the same time to be guided by changing factors, which primarily include the psychological and physical condition of students. The developed models minimize teacher's time spent on preparation and contain the main components for their successful implementation.

*2. Involvement of students in the organization of physical culture and recreational work in the process of pedagogical practice based on the consideration of age and individual anatomical and physiological characteristics of schoolchildren.*

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<sup>90</sup> Кошолап А. С. Педагогічні умови підготовки майбутніх учителів до фізичного самовдосконалення : дис. ... канд. пед. наук : 13.00.04. Вінниця, 2000. 182 с.

<sup>91</sup> Плачинда Т. С. Педагогічні умови стимулювання активності студентів вищих педагогічних навчальних закладів до фізкультурної діяльності: автореф. дис. на здобуття наук. ступеня канд. пед. наук : спец. 13.00.04. Кіровоград, 2008. 20 с.

The problem of professional training of future physical education teachers has become the subject of research: T. Plachinda <sup>92</sup>, L. Sushchenko <sup>93</sup>.

Scientists pay considerable attention to pedagogical practice as the most important link between the training of future physical education teachers and their independent professional activity in educational institutions.

According to M. Vorobyov <sup>94</sup>, pedagogical practice contributes to the development of a student as a personality and a future specialist, as it creates the basis for professional education along with theoretical knowledge.

The effectiveness of pedagogical practice can be ensured by certain means and conditions. These include: a comprehensive organization of students' activities, which combines educational and cognitive, practical and independent activities; interconnection of theoretical and practical training; improvement of the content, forms and methods of teaching; and increasing the duration of pedagogical practice. Pedagogical practice should be personality-oriented, creative and contribute to the development of an individual style of pedagogical activity.

The pedagogical effectiveness of education and training depends on taking into account the anatomical and physiological characteristics of the students' body.

The identified anatomical, physiological and psychological characteristics of schoolchildren should become a guideline for the creation of physical recreational training programs and, on their basis, the development of models of physical education lessons that would correspond to the health regime. These features contribute to the effective use of physical exercises to improve students' physical activity <sup>95</sup>.

It is possible to optimize students' motor activity through proper organization: increasing the effectiveness of the PE lesson, changing the role of the PE teacher, forming students' motivation to engage in physical education and independent exercise.

*3. Activation of students' creative approach to physical culture recreational work by means of out-of-class activities.*

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<sup>92</sup> Плачинда Т. С. Педагогічні умови стимулювання активності студентів вищих педагогічних навчальних закладів до фізкультурної діяльності: автореф. дис. на здобуття наук. ступеня канд. пед. наук : спец. 13.00.04 Кіровоград, 2008. 20 с.

<sup>93</sup> Сущенко Л. П. Теоретико-методологічні засади професійної підготовки майбутніх фахівців фізичного виховання та спорту у вищих навчальних закладах : автореф. дис. на здобуття наук. ступеня д-ра пед. наук : спец. 13.00.04. К., 2003. 45 с.

<sup>94</sup> Воробйов М. І. Т. Ю. Круцевич Практика в системі фізкультурної освіти. Київ : Олімпійська література, 2006. 192 с.

<sup>95</sup> Демінська Л. О. Аналіз змісту й умов використання здоров'язберігаючих технологій у системі загальноосвітніх шкіл. *Педагогіка, психологія та медико-біологічні проблеми фізичного виховання і спорту*. 2010. №11. С. 23-26.

The modern direction of physical recreational work requires the formation with further practical application of new forms, methods and means, for implementation by a specialist who has creative abilities, creative thinking and sufficient theoretical and practical training. The essence of the creative approach to the professional activity of physical culture specialists requires awareness of the goal, the active reproduction of previously studied, the need to replenish the missing knowledge, independence, creative search<sup>96</sup>.

For a modern PE teacher, it is not so much important to have knowledge as to think creatively, to organize training independently, which results in the creation of new knowledge in solving innovative problems, ways to use them in professional activities, mastering new technologies and methods<sup>97</sup>.

Independent work is an effective form of improving the training of future physical education teachers in modern conditions of higher pedagogical school. The factors that increase the effectiveness of students' independent work at the present stage are: the use of information technologies that allow viewing lectures broadcast via satellite television, video materials on the Internet; slide lectures or a complete thematic review of the material of the studied disciplines, presented in electronic form<sup>98</sup>.

Our proposed pedagogical conditions for preparing future PC teachers for physical education recreational work are aimed at forming professionally significant attributes, effective and high-quality professional activity in students to achieve the optimal level of pedagogical skills<sup>99</sup>.

The main structural components of the PE teacher's activity should be considered: constructive, organizational, communicative and gnostic.

*The constructive component* puts forward requirements for observation, ingenuity and mental activity of the teacher to overcome difficulties that arise when the planned discrepancy with its actual implementation. The organizational component involves organizing and managing students' activities. *The communicative component* is expressed in the creation of an effective system of relations between the teacher and students, establishing and maintaining contacts between them. *The gnostic component* involves the ability to analyze the content and methods of the educational process, studying the effectiveness of various methods of teaching and upbringing.

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<sup>96</sup> Твердохліб О. Ф. Нетрадиційні види оздоровчої фізичної культури. Асани – цілющі положення тіла : навчальний посібник. К. : ІВЦ «Видавництво Політехніка» : Видавнича компанія «Воля», 2005. 160 с.

<sup>97</sup> Сущенко Л. П. Теоретико-методологічні засади професійної підготовки майбутніх фахівців фізичного виховання та спорту у вищих навчальних закладах : автореф. дис. на здобуття наук. ступеня д-ра пед. наук : спец. 13.00. К., 2003. 45с.

<sup>98</sup> Гільєва І. Впровадження інноваційних технологій та їх елементів на уроках фізичної культури. *Фізичне виховання в школі*. 2007. №2. С. 22-25.

<sup>99</sup> Суббота Ю. В. Оздоровчі рухові програми самостійних занять фізичною культурою і спортом: практичний посібник. Випуск 1. Київ: КНЕУ, 2007. 164 с.

The essence of physical culture and recreational activity allows to specify the structure of future PE teachers' readiness for physical recreational work. Based on the generalization of different approaches to understanding the essence and structure of professional readiness and the allocation of components of practical and theoretical readiness, which include the following structural components: axiological, educational and activity.

The axiological component is basic for the formation of the other components mentioned above and represents the professional orientation of the future PE teacher. The educational component reflects the availability of special knowledge in the organization and management of physical recreational work with schoolchildren. The axiological and educational components of future PE teachers' professional readiness create a personal and content background, which is oriented to physical culture and recreational work and is realized in its practical activity.

The operational component consists in a pragmatic attitude to the process of physical education with a physical culture and recreational orientation, contains the skills necessary for organizing practical work of schoolchildren, ensuring the necessary density of classes on physical recreational work.

In accordance with the theoretical foundations of the study and the above-mentioned pedagogical conditions, identifying the state of readiness for this type of activity, we have developed and implemented an organizational and pedagogical model that reflects the general structure of the process of training future physical education teachers for physical recreational work at school (Tab. 3.1).

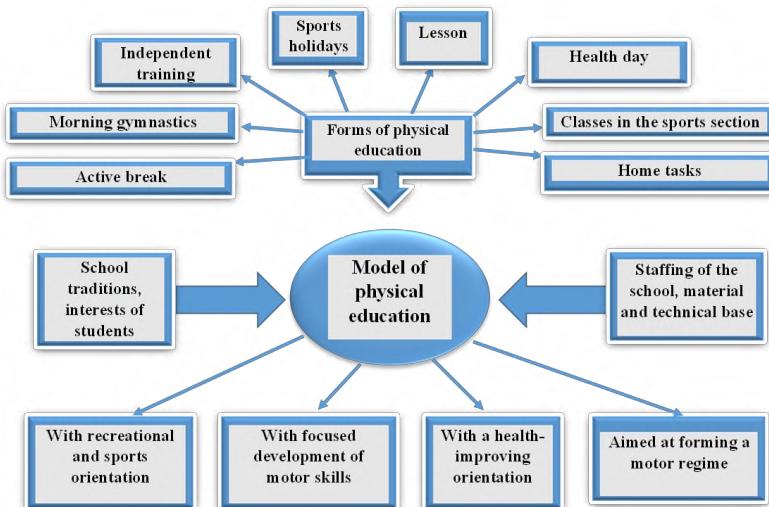
Table 3.1

**Organizational and pedagogical model of training future physical education teachers for physical recreational work at school**

| <b>Purpose: to form the readiness of future physical education teachers for physical recreational work at school</b> |   |                                      |
|--|---|--------------------------------------|
| <b>Axiological component</b>   | <b>Educational component</b>  | <b>Operational component</b>         |
| Motivational and value criterion   | Cognitive and knowledge criterion<br>Special and methodological criterion | Special and methodological criterion |
| <b>Stages of preparation</b>   |   |                                      |
| Theoretical and content  |   | Activity and creative                |
| <b>Organizational forms of preparation</b>   |   |                                      |
| Pedagogical practice   | Classes in the disciplines of professional and practical training         | Out-of-class work                    |
| <b>Pedagogical conditions</b>  |   |                                      |

|   |  |   |
|---|--|---|
| Mastering of models of lessons with physical recreational orientation by future PE teachers.          | Involvement of students in the organization of PRW in the process of pedagogical practice based on the consideration of age and individual anatomical and physiological characteristics of schoolchildren. | Activation of students' creative approach to PRW by means of out-of-class activities. |
| <b>Result:</b> future physical education teacher's readiness for physical recreational work at school |  |   |

In modern physical education practice, four basic models of organizing the educational process have been identified: with the directed development of motor abilities, with a health and recreational and sports focus, and aimed at forming a motor regime. Any educational establishment chooses one of these models depending on its staffing and material and technical base, focusing on the interests of students and school traditions, using forms of physical education (lesson, active break, health days, sports holidays, sectional classes) (Fig. 3.1).



**Fig. 3.1. Diagram of forming a model of physical education of schoolchildren**

The methodology of forming future teachers' readiness for physical culture and recreational activities and for conducting lessons on this basis is the reproduction in practice of a pre-designed educational process aimed at restoring the physical and mental abilities of students, as well as organizing

their active recreation. In view of the above, the methodology of pedagogical activity involves the following sequence of actions:

1. Providing conditions for the quality implementation of physical recreational activities, as well as conducting physical education lessons with the following focus: studying the components of physical recreational activities that can affect the effectiveness of its implementation; studying the effectiveness of lessons based on physical recreational activities.
2. Development of a program of professional training of students for future physical recreational activities and for conducting lessons on its basis.
3. Practical implementation of the developed program, transformation of knowledge into action.
4. Control over the effectiveness of the developed program and assessment of the results of conducting lessons or individual tasks with a physical recreational orientation. Correction of the professional training program taking into account the obtained results. According to certain circumstances, it is possible to distinguish the main requirements for the preparedness of a specialist in physical recreational work in a secondary school:

To know the types of physical culture and recreational work; methods of conducting physical culture and recreational classes; differentiation of physical culture and recreational activities in the school team; features of conducting physical culture and recreational classes; means used in physical recreational activities of schoolchildren; methods of regulating the load.

To be able to apply in practice: to establish the degree of load for students in accordance with their age, gender, physical condition and level of fitness; to conduct extracurricular physical recreational activities; to select physical recreational equipment in accordance with the interests of students; to organize independent classes of students with the use of physical recreational equipment.

The system of training specialists should be based on a personality-oriented approach to physical education of schoolchildren, which is based on taking into account the interests of students, their physical development, level of fitness, etc. This approach underlies physical education and recreational work, the purpose of which is to optimize the psychophysical state and allow any person to realize their potential. The professional attitude to the problem of physical culture and recreational activities is formed in the process of the activity itself, and is also effectively developed in the process of training, which is aimed at forming knowledge and skills in this type of activity.

The variety of functions of a PE teacher determines the main directions of his/her professional training. The practical activity of a physical education teacher involves conducting lessons, preparing students for passing

standards, organizing extracurricular physical education and sports and mass work (sports sections, school competitions, sports holidays, hiking, etc.), preparing for extracurricular physical education and sports events, creating optimal conditions for health promotion, physical development, training of school physical education assets<sup>100 101</sup>.

Also, a physical education teacher must have a sufficiently high level of technical and physical competence to demonstrate new movements. In addition, the teacher's technical competence should be universal, since the school physical education program includes many sports that require strength, agility, speed and flexibility.

Therefore, in accordance with the aim and objectives of the study, the pedagogical conditions (mastering by future physical education teachers of models of lessons with a physical recreational focus; involvement of students in the organization of physical recreational work in the process of pedagogical practice based on the age and individual anatomical and physiological characteristics of students; activation of students' creative approach to physical recreational work through out-of-class activities) and methods of training were identified and theoretically substantiated. The content of the experimental work was realized in the context of the proposed organizational and pedagogical model of preparation of students for the investigated activity; future physical education teachers belonging to the experimental groups were offered ways to implement physical culture recreational work at school, and certain pedagogical conditions were comprehensively provided.

#### **4. The state of readiness of future physical education teachers for physical recreational work**

As a result of theoretical analysis of the problem of preparing future physical education teachers for physical education and recreational work (PE), it was determined that it is important to use modern forms of physical recreational activities and to focus on optimizing the special professional training of physical education teachers in the health protection mode. Hence, the task of studying students' readiness for this type of activity as a qualitative indicator of future physical education teachers' preparation for physical recreational work at school arises.

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<sup>100</sup> Гриньова В. М. Формування педагогічної культури майбутнього вчителя (теоретичний та методичний аспекти). Харків : Основа, 1998. 300 с.

<sup>101</sup> Іванова Л. І. Підготовка майбутніх учителів фізичної культури до фізкультурно-оздоровчої роботи з учнями загальноосвітніх навчальних закладів : автореф. дис... канд. пед. наук: 13.00.04. К., 2007. 22 с.

The study was aimed at conducting complex diagnostic tasks among students to determine the level of readiness of future PE teachers for physical recreational work at school.

The study covered 63 students of the Faculty of Physical Education at Ternopil V. Hnatiuk National Pedagogical University.

**The first stage** of the experiment was aimed at studying the indicators of the *motivational and value criterion* of future physical education teachers' readiness for PRW. The questionnaire offered to students (Appendix B) contained questions aimed at identifying their value orientation to healthy lifestyle, in particular, the need to preserve their own health and the health of others; the level of awareness of future teachers of the need to implement PRW in school; identification of the intensity of students' cognitive interest in PRW.

Motivation determines certain correlations between the dynamic and substantive aspects of activity and behavior. Professional motivation is considered as a complex of factors and processes that, reflected in the mind, encourage a person to study and effectively implement future professional activities.

To determine the level of students' value orientation towards a healthy lifestyle, the study used a survey.

The results of the survey make it possible to note that the majority of students (94.2%) understand the importance of physical education and recreational activities, noting the need for a third physical education lesson a week with a physical recreational focus. They justify their choice by the fact that the accumulation of mental and psychological stress over a week leads to overstrain, reduced immunity and other negative phenomena and requires properly organized active recreation in the form of physical education and recreational activities. Only 1,9% of the surveyed students have a negative attitude towards physical recreational activities. Indifferent – 3,9%.

The majority of students (83,7%) who participated in the survey, critically assessing the level of their knowledge and skills in physical education and recreation activities. They think they need special additional training in this area. Only 1,9% believe that they do not need additional information. 14,4% hesitated to answer. The aggregate results of the diagnostic survey of the motivational and value criterion of readiness are presented in Tab. 4.1.

Table 4.1.

**The results of motivational and value criterion of future PE teachers' readiness for physical recreational work at school (%)**

| INDICATORS   | LEVELS |        |      |
|--|--------|--------|------|
|  | High   | Medium | Low  |
| Need to protect own health and health of others                    | 9,4    | 51,9   | 38,7 |
| Awareness of the necessity of physical recreational work at school | 12,3   | 49,5   | 38,2 |
| Cognitive interest to physical recreational work                   | 10,7   | 53,4   | 35,9 |

Thus, the diagnostic examination of future teachers' axiological readiness for PRW allowed us to conclude that students' value orientations towards a healthy lifestyle are not sufficiently formed, namely: only 9,4% of the surveyed students have a need to preserve their own health and the health of others, while 38,7% treat their own health rather negligently and are not interested in the health of other people, which corresponds to a low level of readiness. Only 12,3% of future teachers have a high level of readiness and are aware of the need for measures aimed at restoring students' health in a modern school. The low level of readiness is characterized by an indifferent attitude to the problems of health improvement of modern schoolchildren and amounts to 38,2%.

The situation with students' cognitive interest is also disappointing. Only 10,7% are openly interested in recreational technologies and peculiarities of children's health improvement. 35,9%, which corresponds to a low level of respondents, have no interest in physical recreational activities at all. Summarizing the research data, we can say that most future teachers have medium and low levels of readiness according to *the motivational and value criterion*.

**The second stage** of the experiment involved the examination of indicators of *the cognitive and knowledge criterion*. Students were offered mixed-type test tasks to understand the essence of PRW and teacher's functions in the process of its implementation; to reveal future teachers' awareness of modern forms, methods, techniques, means of organizing PRW at school; to find out the depth of physical education and sports knowledge necessary for effective PRW.

In our opinion, the cognitive and knowledge component of readiness for PRW includes knowledge of the subject, traditional teaching methods, modern pedagogical technologies, and general pedagogical and specific teaching methods. The future professional activity of PE teachers in a health-preserving mode requires students to have versatile knowledge that relates not only to the basics of physical education and recreation activities, but also to general pedagogical and professional knowledge. Testing was used to

diagnose the cognitive and knowledge criterion of students' theoretical readiness for physical recreational activities.

The analysis of the results showed that only 26,8% of students gave the correct answer to the question of the concept of "physical recreation". They noted that "it is the recovery of the body through physical exercises", "the process of recovery and rehabilitation is dominated by physical or motor activity using physical exercises and games". Incomplete answers were given by 5,3% of students. They do not realize that physical recreation is not only a process of restoring the body, but also the reproduction of physical, mental and intellectual strength of a person through physical culture and sports. A significant part of students (59,7%) do not know the correct definition of this concept or give their own definitions that do not reflect the essence of the studied concept, and 8,2% of students could not formulate a definition at all.

The test results indicate that students do not know the functions that a teacher should perform when implementing the PRW. Some answers (9,4% of the total) contained only a partially correct answer, while others gave either an incorrect answer (30,7%) or did not say anything at all (59,4%). Among the functions of a teacher in terms of physical education and recreation work, they named organizational, educational, health improvement, and educational.

Students also had difficulties in identifying physical education and recreation activities. 26,8% of students partially named the activities, and 13,5% named hiking, walking in parks, excursions, and "Health Day" among such activities. The majority of respondents (59,7%) did not name any of the possible options.

A positive trend is that, according to the majority of respondents (58,3%), the content of physical recreational activities should be determined by the interests of students. They justify this by the fact that the use of favorite means increases the effectiveness of physical education lessons. 19,9% believe that it is necessary to follow the curriculum, 17,9% note the need to take into account the level of physical development of those who take part in physical education, and 3,9% suggested other options, including the use of exercises that will increase the level of technical fitness.

Regarding the diversification of the structure of physical education classes in case of insufficient material and technical base of the school or lack of necessary equipment, 52,2% of students see a way out in involving children in outdoor games and play situations. Also, a significant number of students (33,7%) believe that the use of non-traditional sports and exercises can increase students' interest in physical education lessons, and from the large number of these sports, one can choose those that meet the conditions of the school's material and technical base. 1,9% suggested including

elements of theoretical information. 12,2% suggested using simple types of physical exercises, such as walking, various jumps, walks, etc.

Test tasks were also used to diagnose the cognitive and knowledge criterion. Analysis of the results of the test tasks revealed that 73,4% of students have physical culture and sports knowledge scattered in accordance with the studied disciplines and not systematized.

Thus, the analysis of the test results revealed the lack of consistency and insufficient depth of physical culture and sports knowledge; limited knowledge of methods and techniques for analyzing the physical condition of schoolchildren; insufficient awareness of modern methods and forms of physical culture and recreational work. The aggregate results of the diagnostic examination of the cognitive and knowledge criterion of future physical education teachers' readiness for PRW are presented in Table 4.3.

Table 4.3

**The results of diagnostics of cognitive and knowledge criterion of readiness of future PC teachers for physical recreational work at school, (%)**

| INDICATORS   | LEVELS |        |      |
|--|--------|--------|------|
|  | High   | Medium | Low  |
| Awareness of the essence of physical recreational work and the functions of the teacher in the process of its implementation | 15,6   | 52,0   | 32,4 |
| Knowledge of modern forms, methods, techniques, means of organizing physical recreational work at school                     | 9,4    | 54,7   | 35,9 |
| Systematic and deep physical culture and sports knowledge  | 21,3   | 45,0   | 33,7 |

Thus, the diagnostic examination of future teachers' theoretical readiness for PRW allowed us to conclude that the cognitive and knowledge criterion of students' readiness for PRW is insufficiently developed. A very small part of the tested future teachers (15,6%) are aware of the essence of PRW and the teacher's functions in the process of its implementation. A significant part (32,4%) does not even have an idea about this type of pedagogical activity and has some difficulty in foreseeing the probable functions of the teacher in it. There was also no evidence of proper awareness of modern forms, methods, techniques, and means of PRW at school. Only 9,4% of the respondents were able to offer correct answers to the test questions related to this aspect. 35,9% failed to cope with the test tasks on the knowledge of the methodology of organizing the PRW. The situation is somewhat better with the knowledge of physical education and sports. The tests in this area were performed at a high level by 21,3%, and at a low level – by 33,7%.

**The third stage** of the experiment was aimed at studying the practical readiness of students for physical recreational work. The special-methodical criterion was assessed by the ability to develop a lesson plan with a physical culture and recreation focus. The diagnostic procedures of the experiment also helped to reveal the ability to interest students in systematic independent classes of physical culture and recreation orientation; the ability to conduct and organize lesson and out-of-class forms of physical recreational orientation. The formation of the ability to organize, conduct and modify lesson and out-of-class forms of physical recreational activities was also assessed during the students' pedagogical practice with the involvement of expert assessment of physical education teachers.

The creative task was aimed at identifying students' ability to plan, design and construct recreational activities of students; level of mastery of health protection and health education methods; the ability to effectively organize PRW, in particular, the ability to interest students in regular independent classes of physical recreational orientation; the ability to organize, conduct and modify lesson and out-of-class forms of physical recreational orientation; the presence of a creative approach to the organization of all forms of physical recreational work. To this end, future physical education teachers were asked to develop a plan for recreational activities with 6th grade schoolchildren for the first semester and to develop a lesson plan for a theme (one to choose from): "Methods of conducting mini-games in secondary schools", "Methods of organizing a one-day hiking", "Theoretical and methodological foundations of out-of-class physical exercises", "Methods of organizing and conducting out-of-class physical recreational activities".

The analysis of the creative task made it possible to determine the students' ability to organize physical education lessons, the formation of skills in creative attitude to the content of lessons in accordance with the material and technical support, interests of schoolchildren, their physical and mental state, etc. When analyzing notes of lessons, special attention was paid to the presence of notes on the need to control the load and the corresponding reactions of the schoolchildren's body.

In the analyzed class notes, the majority of students (69,9%) noted the optimal choice of the number of active games (3-4 games per lesson). 20,2% underestimate the recreational role of games in physical education lessons. 9,9% overload the lesson of game situations.

Among the means of control over optimal conducting of physical culture lesson chosen by students in 16,5% of works it was noted control of indicators of functional state (heart rate, blood pressure, respiratory indicators, etc.), in 18,2% – differentiated testing of physical qualities, in

15,8% – implementation of control standards, in 5,6% – medical control, in 7,8% – self-control.

The analysis of the notes revealed the following typical mistakes: irregularities in the structure of the lesson's educational material, inconsistency of the intervals of loading with the intervals of rest, mostly the use of monotonous means, etc.

The results of physical education teachers' observations of students during the internship showed that 83,2% of future specialists do not understand the peculiarities of physical recreational lessons and their difference from traditional physical education lessons, do not know the range of out-of-the-class forms of physical recreational activities, 16,8% try to diversify the traditional physical education lesson with the use of health-improving means, but do not know how to involve schoolchildren in out-of-class forms of physical recreational activities.

Also, the results of student observation revealed that 42,6% of students have little or no knowledge of modern health promotion methods, so they use traditional means of improving children's health. 45,1% are partially aware of modern PRW methods, but do not have the practical skills to implement them.

To clarify the results of diagnosing students' ability to effectively organize the process of PRW, a survey was conducted among secondary school students, which included determining their attitude to the last physical education lesson of the week, their health, emotional state at the end of the school week, and attitude to independent physical recreation. In the survey, 37 6th grade schoolchildren of Ternopil Secondary School No. 23 were interviewed.

The findings confirmed that the academic load of modern schoolchildren is quite high and intense, which causes tiredness at the end of the week in 92,1% of respondents. Only 3,1% of the surveyed students did not feel tired. As a result, 83,7% of schoolchildren have no desire to get physical activity during physical education lessons at the end of the week. Only 10,4% of the surveyed students are active and have a desire for physical activity. Most of them (67,8%) are not satisfied with the content of physical education lessons at the end of the week. Only 12,3% of pupils do physical exercises during extracurricular time, and 75,4% do not devote time to their own health at all. 48,2% of pupils lack the skills and knowledge necessary to organize their leisure time independently through physical recreation, while only 35,6% of children prefer active recreation. The data obtained confirm the low level of students' ability to make pupils interested for regular independent physical recreational activities, the ability to organize, conduct and vary lesson and extracurricular forms of physical recreational activities.

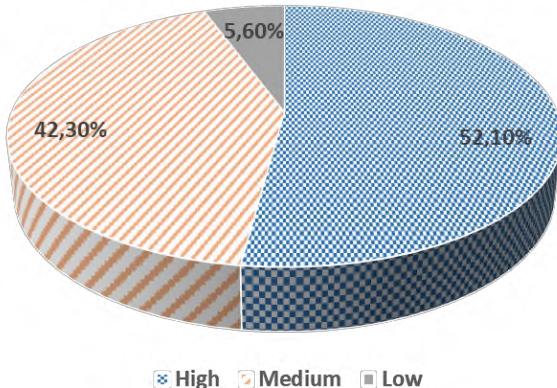
Thus, the diagnostic survey of future physical education teachers, which included an analysis of the results of students' creative activity and an expert assessment of the practical activities of the subjects, allowed us to conclude that the insufficient formation of the skills to plan students' recreational activities, the ability to quickly monitor the impact of the load on the physical condition of schoolchildren, the lack of a constructive approach to PRW, the low practical knowledge of future physical education teachers of modern methods of health protection and health formation; and the lack of practical skills in the field of physical recreational activities. The total results of the diagnostic survey of the special-methodical criterion are presented in Table 4.4.

Table 4.4  
**Results of diagnostics of special-methodical criterion of future PE teachers' readiness for physical recreational work at school, %**

| INDICATORS   | LEVELS |        |      |
|--|--------|--------|------|
|  | High   | Medium | Low  |
| Ability to design and construct physical recreational work             | 9,2    | 45,3   | 45,5 |
| Possession of methods of health protection and health education        | 12,3   | 45,1   | 42,6 |
| Ability to effectively organize and control physical recreational work | 13,9   | 47,6   | 38,5 |

Thus, the diagnostic survey of future teachers' practical readiness for PRW allowed us to conclude that the level of formation of the special-methodical criterion of students' readiness for PRW is insufficient. The indicators of this criterion were almost evenly distributed at the medium and low levels. A high level was observed in 9,2% of students in the ability to design and construct physical education and recreation work, in 12,3% of students – in the possession of methods of health protection and health formation; in 13,9% – in the ability to effectively organize physical education and recreation activities.

In order to determine the level of future physical education teachers' readiness for PRW at school, we assigned numerical values to the levels at which students were. Thus, the high level of readiness of the examined indicators was estimated at 3 points; the average – at 2 points; low – at 1 point. Accordingly, the sum of values for each readiness criterion ranged from 1 to 9 points. Substituting the obtained values of the criteria into the formula, we found out the numerical value of the generalized criterion for each student. The scores ranged from 1,11 to 9,99. The results are shown in Figure 4.2.



**Fig. 4.2. The state of forming the readiness of future PE teachers for physical recreational work**

Thus, a high level of readiness for physical recreational work (from 6,67 to 9,99 points) was revealed by 5,6% of the surveyed students, an medium level (from 3,34 to 6,66 points) – 42,3%, a low level (from 1,11 to 3,33 points) – 52,1% of future specialists.

Thus, our experimental studies have revealed a predominantly low readiness of students for physical recreational work. We suppose that the reasons for this situation are the following: lack of targeted comprehensive training of future teachers, integrity, continuity in the acquisition of knowledge, creation of a gap between theory and practice, which together makes it impossible to form the necessary competencies for conducting physical recreational work with schoolchildren.

Based on the analysis of state standards for bachelors of pedagogical education, requirements for professional preparation of physical education teachers, the criteria and indicators of future physical education teachers' readiness for physical recreational work are determined, comprehensive diagnostic sections among students are conducted, and the levels of future physical education teachers' readiness for this activity are revealed.

The research also identified the pedagogical conditions for the implementation of physical recreational work in the educational process of secondary school students. First of all, the interests and state of physical health of schoolchildren were found out, which makes it possible to choose the right means and methods of physical recreational work.

The determined level of knowledge and practical skills of physical education teachers and graduate students made it possible to navigate theoretical issues that further composed the content of the curriculum. The

analysis and generalization of periodicals, as well as our own pedagogical observations, allowed us to identify the factors that impede the use of various forms of physical education and recreational activities and possible ways to overcome them. The conditions for improving the training of future physical education teachers for the implementation of physical recreational work with schoolchildren are determined.

## **CONCLUSIONS**

The theoretical research on identifying the main directions of improving the process of physical education in secondary school confirmed the possibility of using components of physical recreational work in the content of physical education lessons in schools with a three-hour weekly load. The peculiarity of conducting lessons on physical education and recreational work corresponds to the content and interests of schoolchildren, which makes it possible to realize their creative abilities. Generalizing the practice of school education in physical education, three main ways of applying physical recreational activities in secondary school have been identified: during physical education lessons; during out-of-class activities; during the school day.

In the framework of the study, indicators, criteria and levels of readiness of future physical education teachers for physical recreational work were developed. The theoretical generalization allows us to state that the professional competence of specialists in physical education consists of axiological, educational and activity components, the level of formation of which can be determined by value-motivational, cognitive-knowledge and special-methodical criteria. The inclusion of "Physical Culture" lessons based on physical recreational work is a new socio-pedagogical function of the teacher, but the main obstacle in organizing physical recreational work at school is the lack of special training of future physical education teachers and insufficient methodological support for lessons with a physical recreational focus.

On the basis of theoretical analysis and the results of our study, the pedagogical conditions for training future physical education teachers for physical recreational work at school are substantiated. It has been confirmed that the readiness of future physical education teachers for physical recreational activities increases when they master models of lessons with a physical recreational orientation; involvement of students in the organization of physical recreational work in the process of pedagogical practice based on the age and individual anatomical and physiological characteristics of schoolchildren; activation of students' creative approach to physical

recreational work through out-of-class activities. The study proposes an organizational and pedagogical model of training future physical education teachers for physical recreational work at school, which contains the following structural elements: components of readiness, stages, organizational forms of training, pedagogical conditions.

Although the tasks set in the study were realized, the problem of preparing future teachers for the organization of physical recreational work with secondary school students is promising. The following aspects of it require further study: development of a complete system of preparation of future physical education teachers to work at school in a health-preserving mode, preparation of students of non-physical education faculties of pedagogical universities for physical education and recreational work with schoolchildren.

## **SUMMARY**

The research has established that physical recreational work with students is a component of the professional activity of physical education teachers, which is implemented in lessons and out-of-class activities, as well as in out-of-school activities aimed at recovering the physical and psycho-emotional state of schoolchildren, taking into account their interests and capabilities.

It is proved that the training of future physical education teachers will be effective under the following conditions: mastering models of lessons with a physical recreational focus; involvement of students in the organization of physical education and recreational work in the process of pedagogical practice, taking into account the age and individual anatomical and physiological characteristics of schoolchildren; activation of students' creative approach to physical recreational work through out-of-class forms of classes.

The generalization of the results made it possible to determine the structure of readiness, which consists of three interrelated components: axiological, educational and activity. On the basis of the outlined pedagogical conditions and the identified components of special readiness, an organizational and pedagogical model of the future physical education teacher was developed. This model provides for the formation of readiness for physical education and recreational work at school, based on the criteria, levels, organizational forms of training, purpose and results of the study.

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