

**ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR ENSURING  
THE QUALITY OF PHYSICAL EDUCATION FOR SCHOOLCHILDREN**

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**Purpose:** to determine the organizational and pedagogical conditions for ensuring the quality of physical education of students in secondary schools of Ukraine on the basis of extrapolation of foreign experience.

**Material and methods:** the studies were conducted in Pridneprovsk State Academy of Physical Culture and Sports. The study was used the following methods: theoretical analysis and synthesis of data from scientific and methodological literature and documentary materials, the method of comparison, the method of system analysis.

**Results:** the organizational and pedagogical conditions for ensuring the quality of physical education of schoolchildren are determined. The observance of them will allow to achieve the appropriate level of physical fitness and health of students, the formed system of students` knowledge in the field of physical education, including the organization of independent motor activity, the formed habit of doing physical exercises throughout life, students` sustained interest in the types of physical activity, the presence of social connections and skills interaction, the developed ability of teachers and students to carry out reflection.

**Conclusions:** analysis and generalization of the experience of organizing physical education in the countries of Europe, Asia and the USA made it possible to determine the organizational and pedagogical conditions for ensuring the quality of the physical education process that can be applied in the secondary education system of Ukraine.

**Key words:** conditions, quality, foreign countries, experience, performance criteria.

## **Introduction**

The development of physical education of children and youth in the education system, bringing it to the world level should be carried out in the context of wide integration into the international education system and the exchange of best practices [18].

Many foreign countries have already come a long way in the transformation of school education, including physical education, and have reached a high level of its quality. A large number of foreign [11, 12, 13, 16, 19] and domestic [4, 6, 10] researchers have devoted their work to studying the features of the system of schoolchildren's physical education. Therefore, the accumulation of knowledge on various aspects of physical education organization from other countries will contribute to the creation of the most effective domestic model, taking into account national characteristics [8, 9].

Current trends in secondary education in Ukraine are reflected in the Law "About Complete General Secondary Education" [3], which complements the Law "About Education" [2] and offers real mechanisms for the implementation of the project "New Ukrainian School" [5]. The main ones are to ensure the individual educational trajectory of students by choosing the forms of general education, curricula, subjects (integrated courses) and their levels of complexity, teaching means, pace of learning the educational program, etc.; application of different types of assessment of students' learning outcomes (formative, current, summative, certification, independent external testing); introduction of pedagogical internship for persons who have no experience of pedagogical activity; inclusion; system of internal

and external quality assurance of complete general education; ensuring academic integrity in the field of general education; compliance with the requirements of state standards of primary, basic secondary and specialized secondary education; certification of teachers; introduction of academic freedom, which provides creation of author's teaching programs, the development of assessment system and encouragement of students. This means that at this stage of reforms Ukraine is applying the practice of building a system of basic education like in European and American countries.

Thus, an important source of determining the modern strategy for the development of physical education in Ukraine is the analysis of best practices in the organization of the educational process and ensuring its quality, research patterns and features of this important component of education in different countries [1, 7].

**The purpose of the study:** to determine the organizational and pedagogical conditions for ensuring the quality of physical education of students in secondary schools of Ukraine on the basis of extrapolation of foreign experience.

### **Material and Methods of the research**

The studies were conducted in Pridneprovsk State Academy of Physical Culture and Sports. The study was used the following methods: theoretical analysis and synthesis of data from scientific and methodological literature and documentary materials, the method of comparison, the method of system analysis.

### **Results of the research**

The study of foreign experience in ensuring the quality of the process of schoolchildren's physical education in some countries of Europe, Asia and America allowed us to determine the organizational and pedagogical conditions. The compliance of these conditions will improve the system of physical education of Ukrainian students.

It should be noted that "quality physical education" is a widely used term among experts in the field of physical culture. The most common are the following definitions, which have many common aspects and elements in the characterization of quality physical education:

1. UNESCO defines: “Quality Physical Education is the planned, progressive, inclusive learning experiences that take place as part of the curriculum in early years, primary and secondary education, and acts as the foundation for a lifelong engagement in physical activity and sport. The learning experiences offered to children and young people in physical education lessons should be developmentally appropriate to help them acquire psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life” [14].

2. AIESEP (Association Internationale des Écoles Supérieures d'Éducation Physique) defines quality physical education, at any level, “as that which concerns the physical, affective, social and cognitive development of young people, exposing them to positive individual and collective learning experiences where they develop knowledge, skills and dispositions that allow them to be informed and responsible decision makers relative to engagement in physical activity and sport in their lives”.

3. SHAPE America: “Quality Physical education develops physically literate individual through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery. Physical education addresses the three domains of learning: cognitive or mental skills related to the knowledge of movement; affective, which addresses growth in feelings or attitudes; and psychomotor, which relates to the manual or physical skills related to the movement literacy” [17, 21].

The European Framework for Quality Physical Education (EFQPE) includes the content of quality physical education:

- healthy students who eat well, have the ability and are ready to learn, as well as are supported in learning by family and society;
- a healthy, safe, protected environment that takes into account gender and also provides sufficient resources and tools for learning;
- content reflected in curricula and materials that promotes the acquisition of basic motor skills, healthy living skills, as well as knowledge of areas such as health, nutrition, disease prevention;

- processes through which teachers use child-centered approaches to learning in well-equipped schools, adequate assessment of skills for successful learning;
- results, covering knowledge, skills, attitude in accordance with the goals of education, social activity.

In addition, according to EFQPE, the criteria for the effectiveness of physical education process for schoolchildren can be:

1. Positive attitude to physical activity through a sense of achievement and satisfaction from physical activity.
2. Motivation and confidence to continue active participation in motor activities.
3. Competence in movement, which corresponds to the physical potential of students.
4. Experience in performing various movements.
5. Realistic self-knowledge and self-awareness, which allows students to set appropriate personal goals for physical activity.
6. Understanding the nature of movement, the importance and significance of physical activity as a contribution to the formation of a physically active lifestyle.
7. Finding ways to access physical activity outside the school [21].

Quality physical education in the United States of America is considered as:

- the most effective and comprehensive means of providing all children with the skills, attitudes, values, knowledge and understanding to participate in physical activity throughout life;
- helps to ensure the comprehensive development of mind, body and spirit;
- the only school subject, the main emphasis of which is on the body, physical activity, physical development and health;
- helps children to develop interest in physical activity, which is important for healthy development, lays the foundations for a healthy lifestyle of adults;
- helps children to develop respect for the body – both their own and others;
- forms an understanding of the role of physical activity in promoting health;

- promotes trust and self-esteem of children;
- enhances social development by preparing children to fight competition, win and lose, cooperation and interaction;
- forms skills and knowledge for future activities in the field of sports, physical activity, recreation and leisure [11, 22].

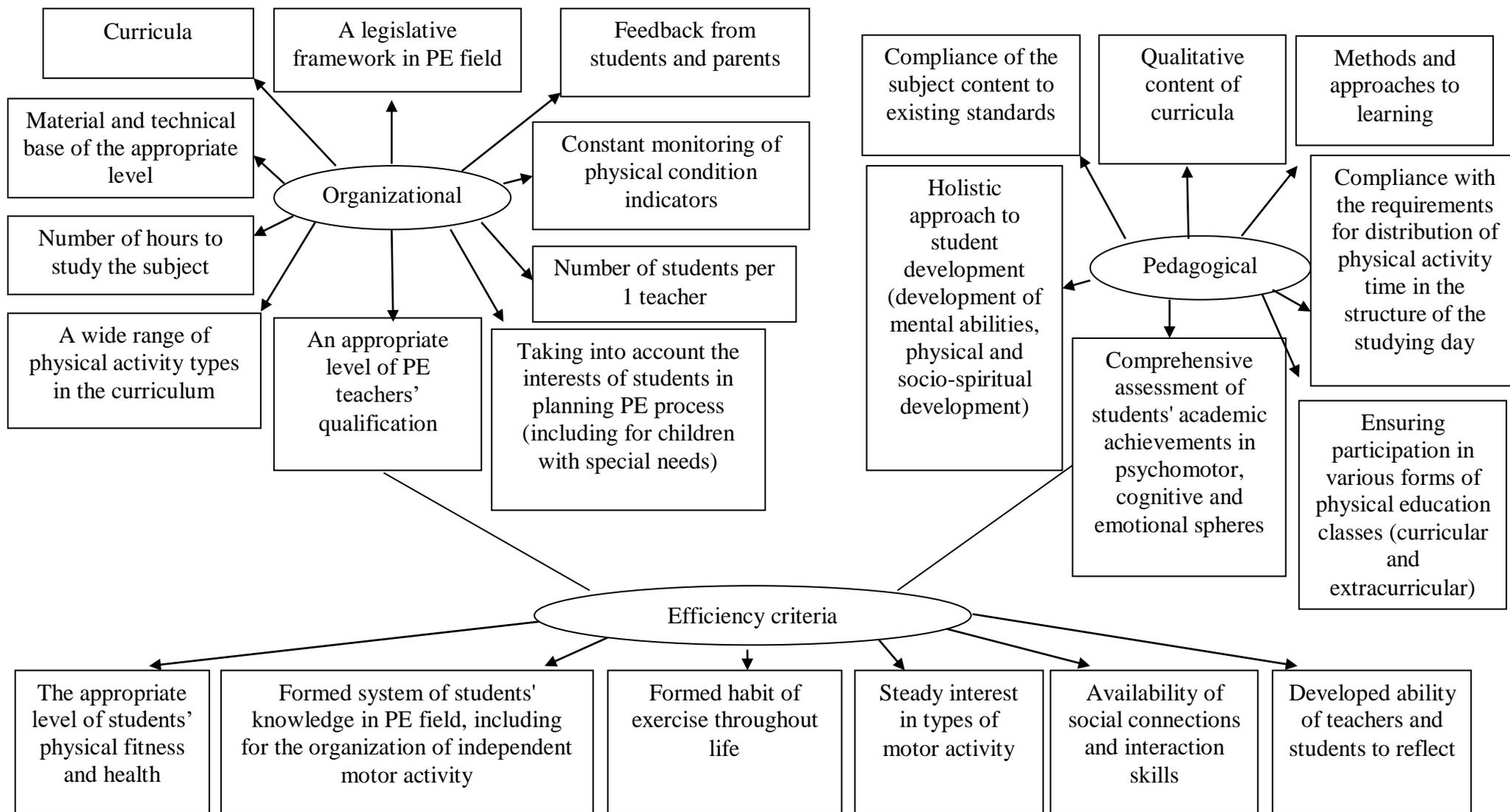
Indicators of quality physical education in Asia are: democracy of physical education; cultural orientation of the subject; focus on physical training; physical education as a mean of preparation for participation in physical activity and sports throughout life; holistic orientation of physical education for mind and body [15, 20].

As we can see, there are many common features in the criteria for the effectiveness of schoolchildren's physical education in different countries, but the main ones are the physical development of children, the formation of theoretical knowledge, motor skills, the need for exercise throughout life, maintaining social relationships. Summarizing the features of physical education process in different countries we can conclude that the criteria for the effectiveness of the educational process can be different organizational and pedagogical conditions. Implementation of these conditions will realize a comprehensive approach to ensuring the quality of physical education (Fig. 1):

- the presence of a legislative framework in the field of physical education, which declares the basic requirements for the educational process at school;
- availability of curricula, their quality content;
- material and technical base and sports equipment of the appropriate level for the implementation of the process of physical education;
- the number of hours to study the subject, ensuring compliance with time requirements and recommendations for physical activity;
- compliance of the subject content to existing standards;
- a wide range of types of physical activity in the curriculum;
- appropriate level of qualification of physical education teachers;
- holistic approach to student development (development of mental abilities, physical and socio-spiritual development);

- methods and approaches to learning;
- number of students per 1 teacher;
- taking into account the interests of students in planning the process of physical education (including for children with special needs);
- ensuring participation in various forms of physical education classes (curricular and extracurricular);
- constant monitoring of physical condition indicators;
- comprehensive assessment of students' academic achievements in psychomotor, cognitive and emotional spheres;
- feedback from students and parents.

The results of compliance with these organizational and pedagogical conditions will be: the appropriate level of physical fitness and health of students; formed system of students' knowledge in the field of physical education, including for the organization of independent motor activity; formed habit of exercise throughout life; steady interest in types of motor activity; availability of social connections and interaction skills; developed ability of teachers and students to reflect. Undoubtedly, every country has its own problems in organizing physical education for schoolchildren. Therefore, to achieve a high level of quality in the educational process it is necessary to address critical issues related to staff (all teachers must be competent in teaching physical education, constantly improve their skills), learning environment (security, proper logistics to enable all students to participate in all stages of the educational process), planning and implementation of recommendations (development and implementation of the planned sequence of educational programs based on learning standards, providing students with the knowledge, skills and competencies needed to participate in physical activity throughout life, inclusion of all students in various physical education activities), assessment of academic achievement (regular, comprehensive, consistent with national or local standards, application of various methods, technologies, tools and forms, designed to help students understand and improve knowledge, skills and competencies related to physical activity and improve physical fitness, provision feedback to students).



**Fig. 1. Organizational and pedagogical conditions for ensuring the quality of physical education for schoolchildren**

## **Conclusions / Discussion**

The study allowed determining the criteria for the effectiveness of physical education in general education for the formation of a harmoniously developed personality of a student with a certain level of competence for use of physical culture throughout life. At the same time, achieving high quality of physical education requires solving some pressing problems in the organization of physical education process specific to different countries.

Analysis and generalization of the experience of physical education in Europe, Asia and the United States of America allowed us to determine the organizational and pedagogical conditions for ensuring the quality of physical education process. These conditions can be used in the system of general education in Ukraine. The organizational ones include: proper legislative, logistical, staffing, providing students with the opportunity to choose different types of physical activity, and so on. The pedagogical ones include: the quality of educational programs, their compliance with the established requirements and standards, applied methods and approaches to teaching and others.

**Prospects for further research** are to determine the effectiveness of the proposed measures to improve the system of physical education in Ukraine.

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