

INNOVATIVE TECHNOLOGIES IN THE FIELD OF PHYSICAL EDUCATION FOR STUDENT YOUTH

Zhuk V. O.

Kharkiv State Academy of Physical Culture

Abstract. The article examines current examples of the use of innovative technologies in the process of physical education for students.

Keywords: innovation, physical education, pedagogical technologies, education, students.

Introduction. One of the most pressing problems of modern society is the low level of health among young people. The negative trends in the decline of students' health are due to many factors: insufficient funding and material-technical support of the field of physical education and sports [1, 5]; the unpopularity of a healthy lifestyle among young people [6]; negative attitudes towards physical exercise [7]; the rapid development of computer technologies, which have significantly improved the communication process in society [2]; increased levels of radiation pollution following the 1986 Chernobyl nuclear power plant disaster [3]; and others. In this regard, solving this problem through the use of innovative approaches in the process of physical education for student youth is relevant.

Studies by V. Stolyarov, 2004; Ivanov, 2006; L. Lubysheva, 2006; and others indicate that the primary reason for the increased interest in innovative physical education technologies is the recognition by higher education institution leaders of the importance of physical education as a mandatory discipline capable of harmonizing the educational process and creating conditions for the physical improvement of students. Research by V. Balsevich, 2003; M. Klarin, 1997;

L. Lubysheva, 2006; indicates that innovative technologies correlate with the interest in self-improvement, the growth of intellectuality and spirituality among student youth, which is impossible without increasing the level of physical culture [7].

The general theoretical foundations of pedagogical innovative technologies were developed in the works of B. Skinner, 1968; L. Volchegursky, 1976; T. Nazarova, 1997; K. Bakanov, 1999; Yu. Vaskov, 2010; and others. Issues related to the development of innovative education and training technologies are considered in the dissertations of A. Trushkin, 2000; L. Kaidalova, 2003; S. Karpenchuk, 2003; and others [7].

The aim of the study: o analyze and summarize the data presented in modern scientific and methodological literature related to the use of innovative technologies in the process of physical education for students.

Objectives of the study:

1. To explore current examples of the use of innovative technologies in the process of physical education for students based on an analysis of scientific and methodological literature.
2. To identify promising directions for the use of innovative approaches in the process of physical education for student youth in modern society.

Materials and methods of research. The study was conducted by analyzing and summarizing data presented in scientific and methodological literature and internet resources.

Results of the study and their discussion. The system of higher education in Ukraine requires mandatory updating through the introduction of innovative technologies. The discipline "Physical Education" is no exception to this rule.

Innovative technologies are understood as a targeted system of actions implemented in pedagogical practice and aimed at developing a hierarchy of educational goals and objectives to determine possible methods of achieving them, manifested in specific results of students' physical education.

Innovative education represents a combination of educational and training processes aimed at stimulating and designing new types of activities that are effective not only for individuals but also for certain social groups or even society as a whole. Its productivity can be assessed by comparing innovative education with traditional education. It is important to remember that pedagogical innovations necessarily take into account the positive experience of the past and are oriented towards it.

The main directions of innovative teaching technologies, according to R. S. Kokebaeva [4], are:

1. Activation of cognitive activity. The method involves passive participation of the student in the learning process. They acquire the necessary knowledge and skills but do not use them in practice.
2. Interactive learning. These technologies provide the educational activity with a productive, creative character. There is an interaction between the teacher and the student, where the latter is not a passive listener but an active participant.

By combining these directions, it is possible to achieve high learning efficiency, engage students, increase their level of activity, and consequently improve physical indicators.

An example can be found in the research by T. V. Sychova [8], which scientifically substantiates the effectiveness of using interactive and differentiated learning technologies in the process of physical education for female students to improve their level of physical fitness. The work utilized methods such as express evaluation of physical fitness by indices (by T. Y. Krutsevich); methods of mathematical statistics.

In one of the experimental groups, female students studied basic aerobic steps, dance exercises, and, based on the acquired knowledge and skills, composed series of dance steps, combinations, and prepared dances of various choreography styles with the help of the teacher. The circular training method was also applied, where one of the stations used an Xbox 360 device with the game "Dance." This game console

with a Kinect sensor allows interaction with the console using gestures, body movements, or voice commands. The essence of the game was that the female students were offered to perform dance movements together with the game character, while the system evaluated the correctness of the movements and awarded points. The use of this peripheral device increased the emotional background of the classes.

In T. V. Sychova's research [8], another experimental group was formed, for which the wellness shaping system was chosen. The sections of the program for this group were built on the principles of differentiated learning. Each subgroup received task cards for execution during the class.

Control and management of the subgroup's activity were carried out by a leader chosen in each subgroup. Independent work for the students included tasks to create sets of exercises for developing physical qualities and different muscle groups. The complexes developed by the students were implemented in the educational process.

Significant in the process of modern interactive learning are dialogical forms of cognition and group work. The second category includes methods such as "Brainstorming," "Debates," "Discussions," "Round Table," etc. The Collective Learning Method, authored by V. K. Dyachenko, 2004; and other programs deserve attention. Additionally, the effectiveness of the so-called "case method" (Case study), previously used only in business, has been proven in practice.

R. S. Kokebaeva's research [4] demonstrated the possibility of applying the "case method," which was specially adapted for physical education. According to the case method, discussion participants receive information about a real or simulated situation (the so-called "case" - a text of up to several dozen pages), in this case, it was necessary to independently solve the problem of students' lack of interest in physical education classes. Each training participant initially thinks over the problem independently, then the students gather together and collectively discuss possible solutions. Afterward, the variant approved by the majority is tested in classes. This allows for practical experience and prepares students to solve serious issues they may face in the future. Moreover, the case method helps engage students, motivate them

to find solutions, and transform from passive participants in the learning process into active ones.

Another unique opportunity of the case method should be noted. In addition to the acquired knowledge about the impact of physical exercises on work capacity, physical health, etc., students learn to react constructively to criticism and convincingly present their point of view during discussions. Moreover, the case method can be combined with other pedagogical tasks:

1. Organizing sports festivals and events using non-standard equipment, organizational methods, and solutions to popularize sports and a healthy lifestyle.
2. Promoting a healthy lifestyle not only among students but also among teachers.
3. Including information about new, interesting types of sports and wellness activities for students in the theoretical part of the educational program.
4. Changing students' views on physical culture and their perceptions of it through special lectures, seminars, and trainings.
5. Using non-traditional means in the process of students' physical education.
6. Applying a personality-oriented approach.
7. Reviewing the program of lecture and methodical-practical classes to enhance the informational and educational components by using new types and non-traditional directions of physical culture.
8. Applying personal development and progressive health-preserving methods to increase students' physical activity levels.
9. Using information technologies in the learning process.
10. Developing students' creative inclinations and abilities for intellectual activity (individual or collective).

One possible way to solve the problem of poor physical health and low physical activity among student youth is to introduce innovative technologies into the physical education process using folk traditions [7].

Various forms of implementing new developments related to the physical education of student youth using folk traditions are described in the works of V. Pilat, 1991; V. Guzinin, 2003; V. Kuzya, 2003; Yu. Rudenko, 2003; R. Samokha, 2007; and others.

Thanks to the analysis of sports training in modern martial arts and the historical heritage of the Ukrainian people regarding Cossack martial arts, R. A. Samokha [7] recreated an original system of physical training, the elements of which were used in physical education classes with students of pedagogical universities. This allowed for the introduction of scientifically grounded and modern methods of physical training, in elements of innovative physical education technologies for students. According to the developed physical education technologies, students used psychophysical, breathing exercises, elements of Cossack martial arts, and other means.

The data obtained by R. A. Samokha [7] confirm the effectiveness of innovative physical education technologies for students using folk traditions, introduced in higher pedagogical educational institutions. Significant improvements in the level of motor activity, health, and physical fitness were recorded in the experimental group of students.

Conclusions. The problem of students' lack of interest in physical culture and the lack of physical activity is very relevant. To solve it, it is advisable to use modern innovative technologies, informational-methodical systems, and practices aimed at realizing students' creative potential. Engaging students in the educational process, constructing mobile games, organizing sports and wellness events using non-standard approaches, solutions, and tools allow for much greater student engagement compared to traditional classes.

The prospects for further research in this direction are the development of accessible interactive and differentiated learning technologies using computer technologies in the process of physical education for student youth.

References

1. Ажиппо, О. Ю., Коновалов, В. В., Приходько, В. В., Дорофеева, Т. І., Табінська, С. О., & Жук, В. О. (2014). *Вступ до вищої фізкультурної освіти: навчальний посібник*. Харків: Точка.
2. Ажиппо, О. Ю. (2015). Роль і місце фізичного виховання школярів у формуванні навичок здорового способу життя. *Збірник наукових праць «Педагогіка та психологія»*, (47), 290-300.
3. Ермаков, С. С., Цеслицка, М., & Мушкета, Р. (2015). Физическая культура и спорт в жизни студентов Восточно-Европейского региона: современное состояние и перспективы развития. *Физическое воспитание студентов*, (6), 16-30.
4. Кокебаева, Р. С. (2013). Инновационные технологии в физическом воспитании студентов [Электронный ресурс]. Режим доступа: http://portal.kazntu.kz/files/publicate/2013-05-30-10845_0.pdf
5. Мамешина, М. А., Масляк, І. П., & Жук, В. О. (2015). Стан та проблеми фізичного виховання в обласних загальноосвітніх навчальних закладах. *Слобожанський науково-спортивний вісник*, 3(47), 52-56.
6. Масляк, І. П., Мамешина, М. А., & Жук, В. О. (2014). Стан використання інноваційних підходів у фізичному вихованні обласних загальноосвітніх навчальних закладах. *Слобожанський науково-спортивний вісник*, 6(44), 69-72.
7. Самоха, Р. А. (2007). Інноваційні технології фізичного виховання студентів педагогічних університетів із застосуванням народних традицій [Автореф. дис. на здобуття наук. ступеня канд. пед. наук, спец. 13.00.07. «Теорія і методика виховання»]. Київ.

8. Сичёва, Т. В. (2012). Инновационные технологии в физическом воспитании студенток. *Физическое воспитание студентов*, (4), 115-119.