

## **PEDAGOGICAL MECHANISMS OF PHYSICAL EDUCATION EXERCISES IN INCREASING THE SOCIAL ACTIVITY OF SCHOOL GUESTS**

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### **Abstract:**

The article contains a systematic description of the main results of the research related to increasing the effectiveness of physical education of schoolchildren based on the organization of an integrated educational environment of physical education and sports, which allows you to combine your efforts. state and public organizations, schools and families create conditions for the well-rounded development of the student's personality, his self-realization in physical education and sports. The concept of humanization of physical education and sports environment was revealed.

**Key words:** physical education of schoolchildren, humanitarianism, efficiency improvement, integrated educational physical education and sports environment, model, activity, conditions, regional environmental factors.

## **ПЕДАГОГИЧЕСКИЕ МЕХАНИЗМЫ ФИЗИЧЕСКИ ВОСПИТАТЕЛЬНЫХ ЗАНЯТИЙ В ПОВЫШЕНИИ СОЦИАЛЬНОЙ АКТИВНОСТИ ШКОЛЬНИКОВ.**

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### **Аннотация:**

В статье содержится системное описание основных результатов исследования, связанных с повышением эффективности физического воспитания школьников на основе организации интегрированной образовательной среды физического воспитания и спорта, позволяющей объединить усилия. государственные и общественные организации, школа и семья создают условия для всестороннего развития личности школьника, его самореализации в физическом воспитании и спорте. Раскрыта концепция гуманизации физкультурно-спортивной среды.

**Ключевые слова:** физическое воспитание школьников, гуманизм, повышение эффективности, интегрированная образовательная физкультурно-спортивная среда, модель, деятельность, условия, региональные экологические факторы.

## **Introduction**

The logic of the development of modern physical culture, confirmation of its humanistic direction, requires a change in theoretical and practical approaches to solving pedagogical problems related to increasing the effectiveness of physical education of schoolchildren. The purpose of our research is to theoretically develop and experimentally substantiate a model of an integrated physical education and sports environment that increases the effectiveness of physical education of schoolchildren. Research objectives are formulated to achieve the goal:

1. To reveal the current state of physical education in the general education system, to review ideas, views and approaches for its improvement, and on this basis to develop a conceptual scheme of physical education of schoolchildren as a methodology for integrating educational physical education . culture and sports environment.
2. Determining socio-economic, climatic-geographic, pedagogical factors of physical education and sports environment, their impact on physical education of schoolchildren, and justifying the organizational and pedagogical conditions of integration of education and physical education and sports environment.
3. Justify the mechanisms of integration, components and essence of holistic educational physical education and sports environment.
4. To reveal the systematic interaction of physical education factors in the integrated educational physical education and sports environment and to present it as an example.
5. Justify the pedagogical conditions for the implementation of the model of integrated educational physical education and sports environment.
6. Experimentally test the effectiveness of the developed model of integrated educational physical education and sports environment in a remote region of our country and determine its development prospects.

## **Research Results**

Studying the state of physical education in the general education system made it possible to determine the relevance of the problem of improving the efficiency of physical education of schoolchildren, the reason for which is: modern innovative and integration processes in the world. , crisis situations naturally occur in education, which is reflected in the system of physical education; deterioration of students' health at all stages of education, underdevelopment of their need for physical education and sports; decrease in educational potential of physical education and sports environment; isolation of the school from other social institutions; lack of development of sports infrastructure at the school; insufficient material and personnel supply; Due to the low socio-economic level, the lack of convenient sports facilities for practicing in the microdistricts of the place of residence, the decrease in the motivation of the population to engage in physical education and sports. It is based on the fact that increasing the effectiveness of physical education of schoolchildren is related to the organization of physical education and sports environment on the basis of humanization and improvement of activities.

The analysis of the concepts, approaches and paradigms of improvement and modernization of physical education showed that the humanitarian paradigm with all its diversity has a special pedagogical (educational) potential for integrating physical education and sports environment. Organization of a physical education and sports environment that meets the requirements of modernity cannot be limited to only one general educational institution, it should be a system that includes the municipal environment. At the same time, the main principles of harmonizing the educational potential of the school and municipal environment should follow the humane principle of environmental variability and the principle of student self-preservation and health protection. Regions are called to play an important role in solving the problem of increasing the effectiveness of physical education. In our research, we use the humanitarian paradigm as a scheme for setting and solving pedagogical problems in the process of changing the environment of physical education and sports. In this regard, it seems appropriate to describe the term "humanization of physical education and sports environment" and clarify the concept of "education". In the Russian pedagogical encyclopedia, education is defined as "the creation of purposeful conditions (material, spiritual, external) for human development." Let us accept this definition. This line of thinking allows us to formulate the following: the term "humanization of physical education and sports environment" means increasing its educational potential - purposeful creation of material, spiritual, and organizational conditions for the comprehensive development of the student. his self-expression in physical education and sports. Humanization involves the development of person-oriented pedagogical technologies, which are based on a dialogic approach that defines the interaction of the subject and the subject and increases the measure of freedom for its participants. The considered ways of increasing the potential of physical education and sports environment in accordance with the humanistic paradigm, as well as the specific features of the humanistic paradigm allowed to present the conceptual scheme of schoolchildren's physical education as a methodological basis for improving it. its effectiveness based on the organization of holistic educational physical education and sports environment. The conceptual scheme reflects research approaches to solving the studied problem, ways to increase the effectiveness of physical education (humanitarian technologies, harmonization of the educational process, professional qualifications of teachers, integration of education and physical education and sports environment). represents regional environmental factors (socio-economic, climate-geographic, pedagogical) and an integrated environment as a dynamic whole, in which conditions are created for the harmonious development of the student's personality and his self-realization in physical education and sports. Conceptual scheme of physical education of schoolchildren. The scheme reflects two main approaches to solving the research problem - systematic and ecological. The ecological approach can be connected with the practice- oriented approach, we use it to create a holistic environment of physical education and sports, to determine the factors affecting the development of the student's personality. We used a systematic approach in all stages of the research, as well as in the development of an integrated physical education and sports environment activity model. Studying the system means revealing its essence, structure, functions, system factors, mechanisms for ensuring integrity, interaction, connection with the external environment, improvement and development prospects. As a result of the research, it was found that the environmental conditions have a significant impact on the physical condition of schoolchildren, introducing them to physical culture and a healthy lifestyle: climate and geographical factors determine the student's mode of movement, the characteristics of physical exercises; socio-economic factors form

the demands and interests of students; Pedagogical factors determine the effectiveness and quality of educational process organization. A comprehensive study of factors allows to identify negative trends, as well as to look for ways to improve the effectiveness of physical education of schoolchildren in a certain region. Specific features of the physical education and sports environment in a remote region of our country are considered, general regional factors affecting the lifestyle and health of this region are determined, and in groups of respondents (schoolchildren, parents, -mothers) the influence of environmental factors is determined. teachers) living in different socio-climatic and geographical conditions of Far region. A large city, small settlements of northern and southern regions . It was found that the uniqueness of the Far region determines significant differences in the natural and climatic characteristics of its southern and northern regions, which causes the uneven impact of environmental factors, as well as the predominance of regions with low living conditions. As a result, small settlements in the northern regions are the least comfortable for life. Monitoring of the incidence of children and adolescents in remote regions of the country showed that the population of these regions experiences the greatest impact of negative environmental factors. The socio-pedagogical factors of the physical education and sports environment that help to increase the effectiveness of physical education in the comprehensive school have been revealed. It is based on the fact that increasing the effectiveness of physical education is related to the satisfaction of three main subjects of education - students, parents, physical education teachers. The study showed that the worse the student's health, the more dissatisfied he and his parents are with the organization of physical education at school; increasing the number of physical education classes aimed at taking into account the need-motivational sphere of students without changing its quality component does not significantly contribute to increasing the effectiveness of physical education at school; lifestyle and social status of the family also affect the attitude of students to physical education classes, in which the role of mothers increases significantly and the role of fathers decreases. The motivation of schoolchildren to attend physical education classes and physical education and sports activities is determined by the living environment, as well as the importance of health and physical development, and the level of their implementation in the life of schoolchildren. Among schoolchildren living in different environmental conditions, the same motives prevail in the rating of the importance of attending physical education classes (the most important among them are: play, health, strength and beauty; the least important is the acquisition of physical knowledge motivation. education and health), but reliable differences in the motivation of boys and girls living in the same environmental conditions. The motivation of urban and rural schoolchildren for physical education and sports is significantly different, while the motivation of northern and southern rural schoolchildren is not significantly different. It turned out that the lack of physical education and sports is the decisive factor for the low attendance of sports section students and the fact that they go to independent study at home, while for city students there are many sections, fitness centers for a fee, as well as the lack of need for physical education and sports. for schoolchildren in rural areas - the absence of sections on sports of interest. The environmental factor does not have a significant effect on the importance of the value of health and physical development, but it affects the level of implementation of these values: the share of implementation of the value of health and development among urban schoolchildren is significant compared to rural students high level. Organizational-pedagogical conditions of education and integration of physical education and sports environment, which are understood as important conditions affecting the improvement of physical education

efficiency in the environment of physical education and sports, are based on: monitoring of the psychophysical –condition of schoolchildren. ; –the principles of combining and coordinating the efforts of state and public organizations, schools and families; –integration and differentiation at different levels of interaction - both at the level of the school itself and at the level of the municipality. Monitoring of psychophysical condition is not only the basis of organizing physical education in the environment of physical education and sports, but also a condition for unifying the pedagogical team at the level of different municipalities and creating a regional database. psychophysical condition of students. For the development and organization of comprehensive monitoring, the components of the psychophysical state were determined, the data of the study of the psychophysical state of schoolchildren conducted in different environmental conditions were used, and the influence of environmental factors on the psychological characteristics of schoolchildren was determined. Connections between the mechanisms of integration of physical education and the sports environment, which are brought up as an open pedagogical system, are revealed. The integration of the developing structures of physical education and sports environment into a single system is possible when there are factors that make up the system, including the dominant motivation of the interested part of society, the tasks of the educational institution, and the strategic goals of physical education. education. The integration of education and physical education and sports environment is the principles of integrity, optimality, regionalism, coherence, harmony, humanity, health care and strengthening, variability, dynamism, axiological, diversification, competence, interdependence. based on public organizations, school administration with leaders of organizations. As a result of integration, a qualitatively new integrated physical education and sports environment is formed, which we define as the organization of certain conditions that combine the educational potential of the educational institution and the social environment in which the individual becomes a subject. about a healthy lifestyle. The essence of this environment is to provide realistic conditions for effective cooperation between the school and the social environment. The integrated educational physical education and sports environment unites the space-purpose, pedagogical, social environment at the municipal level, creates an integrated effect of education expressed in the content-technological, organizational, activity aspects of education. creation of interacting environments (health care, education, upbringing, developing, adaptation, socialization), creating conditions for the formation of an individual environment for each child, in his various physical education and sports activities and ensuring success in communication. In an integrated environment, the activities of the subjects of the pedagogical process are carried out on two levels: vertical - aimed at mastering the basic competencies in the field of physical culture by schoolchildren who meet general educational requirements, and horizontal - aimed at compensation. for the negative factors of the natural and social habitat. In the course of the research, a working model of the integrated physical education and sports environment was developed, the main goal of which is to coordinate the systematic interaction of factors that ensure the optimal functioning of the environment. The model consists of: system interaction factors (value-objective factor, external environment factor, subjective factor, variable factor - observation of psychophysical condition, climate and geographical factor); from the mechanisms of harmonization of integrated environmental factors, including the principles of harmonization and humanitarian technologies; as a result of coordination of integrated environmental factors from the main functions (strategic, health care, education, upbringing, socio-cultural adaptation, support of personal development and self-development of subjects) and assessment-reflexive

component . aimed at the expected result of a person's development. Harmonious development of a student's personality in modern conditions is understood as an orientation to values, achieving an optimal psychophysical condition, a healthy lifestyle and successful socialization in society. The new pedagogical functions that contribute to the openness of the pedagogical system in an integrated environment are: the function of managing the systemic interaction of environmental factors; the measurement function of the quality characteristics of this environmental activity; system interaction coordination function. Further development prospects and the demand for the listed functions lie in the target goal of the integrated environment - socio-cultural adaptation and harmonious development of the individual. An indicator of the organization of the systemic interaction of integrated environmental factors is its performance in changing socio-economic conditions by maintaining the stability of the structure taken into account in the development of the model. Pedagogical conditions for the implementation of the model of holistic education, physical education and sports environment, which ensure the improvement of the effectiveness of physical education, are based. Pedagogical conditions in the context of our research are conditions on which the progress of the educational process depends on the integrated educational physical education and sports environment, which guarantees certain results of the process. Pedagogical conditions include: consideration of regional environmental factors in the organization of physical education of schoolchildren, humanitarian technologies of lesson organization and forms of lessons outside the classroom, pedagogical support of educational interaction between family and school. support function. Taking into account the combination of risk factors for the health of a developing person, studying the needs, motives, interests of schoolchildren, parents, teachers, administrative and social workers, as well as the psychophysical condition of schoolchildren monitoring allows you to correct this situation. interaction of environmental factors. The humanistic essence of the technologies developed for the organization of classes and extracurricular forms in an integrated environment is to provide conditions for supporting student self-awareness: while receiving basic physical education, students have the opportunity to choose the type of physical activity have about their interests and physical abilities and opportunities to further improve themselves in their chosen sport or physical activity. The main direction of the mission of pedagogical support of educational interaction between family and school in an integrated environment is to support the student's self-development, which it is based on orientation to the student as the subject of his life activity. forms the values of a healthy lifestyle. During the research, the criteria for evaluating the results of physical education of schoolchildren in the integrated educational environment of physical education and sports were determined, which is primarily the optimization of the psychophysical state, which is evaluated according to it. the following criteria: physical development, functional and physical fitness, health status, as well as stable personal psychological characteristics; formation of a healthy lifestyle, which is determined by the following criteria: theoretical knowledge of a healthy lifestyle and practical skills in maintaining health and physical activity; socialization, its criteria: value orientations (realization of the value of health, physical culture), moral values, interpersonal communication, reduction of deviant behavior, etc. The social impact of an integrated environment is also an increase in satisfaction. students, parents, teachers with the organization of physical education at school; improving the professional skills of teachers; increasing the number of students participating in competitions of various levels and their efficiency; increasing the valeological culture of parents, involving them in school problems, etc. The effectiveness of physical education of schoolchildren in the

conditions of integrated physical education and sports environment was determined. A number of pedagogical experiences and the period of their implementation showed the implementation of developed technologies for the organization of classroom and out-of-school forms of lessons in the conditions of remote rural areas and the creation of a holistic physical education and sports environment. significant improvement of pedagogical reality. Positive dynamics of the studied characteristics were revealed in the experimental groups and control groups: the average number of lessons missed due to illness per student decreased, their physical fitness, motivation for training increased, psychological characteristics of students improved and etc. The effectiveness of physical education and sports activities at the school has increased, the biggest changes were found in the participation of schoolchildren in district and regional competitions. The school management system has been improved. The satisfaction of parents and teachers with the results of the organization of physical education at school has increased. The prestige of teachers and schools has increased:

- health area", schools had the status of city and regional experimental sites, etc. Combining the educational potential of the school and the urban environment made it possible to organize various technologies for introducing schoolchildren to physical education and sports. Integrated physical education in a separate area prospects for the development of the educational and sports environment are related to the implementation of the regional educational policy, the optimization of the psychophysical condition of schoolchildren, measures aimed at increasing the effectiveness of physical education at the university, taking into account the identified problems of students. The development of the educational needs of the region and the search for ways to satisfy determines the possibility of improving the integrated environment in two main directions: as a system of interaction between various types of educational, medical and social institutions, and as a system of education. a system of interconnected educational programs at all stages of the student's physical education.

### **Conclusion :**

The theoretical basis of revealing the humanistic paradigm and integration as a tendency to solve pedagogical problems, as well as the study of the state of physical education in the general education system made it possible to develop a conceptual scheme of physical education of children. holistic education for schoolchildren as a methodological basis for increasing its effectiveness based on the organization of physical education and sports environment. In the article, the concept of "humanization of physical education and sports environment" is revealed, organizational and pedagogical conditions of integration of education and physical education and sports environment are based, as well as the main results of the theoretical development and development of the research are presented. experimental justification of the model of integrated educational physical education and sports environment and determination of prospects for its development. The obtained results make it possible to emphasize that the organization of integrated educational physical education and sports environment taking into account regional characteristics, physical education of schoolchildren defines the content of the humanitarian direction in its theory and methodology and is of great social importance in modern socio-economic conditions.

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