HEALTH-FORMING FUNCTION REALIZATION OF PHYSICAL UPBRINGING IN TERMS OF SUMMER COUNTRY HEALTH CAMP

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Annotation. Summer health camp has great potential for children’s and teen-agers’ health improvement, for their involvement into systematic physical culture lessons and sport, because life activity of children and teen-agers organization has its peculiarities. As a rule, summer health camp is in the forest or in park belt far away from the town with its unfavorable ecology. Close to the camp ponds create conditions for teaching children swimming; absence of lessons helps to organize physical activity of children and teen-agers using its different kinds and forms during the whole day. The opportunity to alternate sedentary, sports and intellectual games, competitions, physical and sports events with aesthetic décor creates conditions for creative approach demonstration to physical-sports activity organization at a high organization, technical and psycho-emotional level. Material. Theoretical importance substantiation of health-forming function realization of physical upbringing in terms of summer health camp. Research methods: scientific and methodical literature analysis and systematization, pedagogical experiment, testing, evaluation criteria of didactic and organizational skills creation, mathematical statistics methods. Results. The article is about the problem of the future physical culture teachers insufficient professional readiness for health-forming activity in terms of summer health camp; the reasons are revealed, the methodology is offered of didactic and organizational skills and abilities formation among students of physical culture and sport department. The evaluation criteria of didactic and organizational skills formation degree among the future specialists are created. The opportunities of summer health camp are revealed in involving children and teen-agers into a healthy life style, in culture of health formation, in personal responsibility for health state upbringing; in training for normatives of All-Russian RLD complex fulfillment, as a state standard of physical readiness, necessary for an individual’s life organization. Conclusion. Thus, the results of pedagogical experiment showed, that physical-sports activity organization at a country summer health camp demands specially organized professional training, which provides didactic and organizational skills and abilities of different forms of physical activity formation; training children and teen-agers for the normatives of RLD (ready for labor and defense) complex fulfillment, the level of their motional activity increase, involving into healthy life style, health culture formation.

Keywords: summer health camp, health-forming function of physical upbringing, students’ didactic and organizational skills and abilities.

Urgency. Considering the problem of students’ health preservation, the committee of culture, science and education of Europe Council Parliamentary Assembly prepared the recommendations for students’ health improvement and support, the technologies and methodologies of the need for a healthy life style formation. At the same time, the leading role of school is underlined in solving the objectives which realization of is connected with the culture of health introduction into the subjects, physical upbringing effectiveness increase.

In the Law of the Russian Federation “On education” (2012), in the Conception of a long-term social-economic development of the Russian Federation within the period till 2020, in the National doctrine of the Russian Federation education development till 2025 it is underlined that the main aim of education
in the country is personal responsibility for own health state formation; a high level of children’s health provision. It considerably increases requirements for professional training of physical culture teachers at a comprehensive school.

Nowadays there is the process of modernization in the state system of education, which is oriented at the definite result. That is why great importance has the ability of a future teacher to reveal and use the experience of schoolchildren’s cognitive and physical activity, taking into account different kinds and types of educational establishments and also summer country health camps in order to search for innovative technologies of children’s health improvement, the need for a healthy life style formation.

The aim of this research work is theoretical importance substantiation of health-forming function realization of physical upbringing in terms of summer health camp.

Objectives: 1. To reveal the peculiarities of physical upbringing among children and teen-agers in summer health camp.
2. To create the methodology of didactic and organizational skills and abilities formation among students of physical culture and sport faculty; check its effectiveness during the pedagogical experiment.

Children’s and teen-agers’ health preservation and improvement is the main priority of the state. However, according to the data of the Russian Federation Ministry of Health the number of healthy schoolchildren during last 10 years decreased fourfold-fivefold; only 5-10% of school-leavers are considered absolutely healthy. World Health Organization (WHO) defines the following factors, which influence health state: a low level of living among the most part of the country, sharp decrease of spiritual-moral development; environment state worsening, inefficiency of the physical upbringing state system, insufficient physical activity.

During the process of physical upbringing while choosing and using effective means, methods and forms of lessons organization conditions for an individual model of physical development and physical training realization and projection are created, which provides pedagogical influence subject’s latent opportunities and abilities revelation and realization, his personal development realization [4-6].

Research works of T.E. Vilenskaya, 2006; V.V.Eryukov, 2008; A.A. Peshkov and others showed, that practical training of students from physical culture and sport faculty doesn’t provide effective physical-sports space organization at summer health camp in order to solve the objectives of children’s and teen-agers’ health improvement, vital motional skills and abilities formation, involvement into healthy life –style, training for the normatives of RLD complex fulfillment as a state standard of physical readiness level.

Scientific and scientific-methodical literature analysis, own research works data showed that the peculiarities of a country summer health camp are the following:
- its location at forest area, far away from the town, dusty and dirty streets and squares;
- no lessons, wide opportunities for an effective use of health-improving powers of nature, hygienic factors in combination with physical exercises;
- different forms of physical-sports activity use: morning hygienic gymnastics, physical culture societies and sports sections, outdoor and sport games, competitions and others.
- balanced nutrition;
- different experience of participation in physical-sports activity and others.

According to T.V. Derkach, 2008; A.A. Peshkov, 2008 and other scientists, methodical and practical professional training of physical culture and sport faculty graduates nowadays is not effective enough and it is one of unsatisfactory adaptation reasons of the future physical culture teachers to work with children and teen-agers at summer health camp.

The Law of the Russian Federation “On higher and post graduate professional
education” underlines that the aim of higher education is not only in the system of knowledge formation, but also in a future teacher’s personal qualities development, which are necessary for professional activity and this aim was reflected in the demands of the State educational standard, which determines the content of the academic programs in different kinds of professional physical-pedagogical training.

A low level of practical training among physical culture and sport faculty students is also conditioned by the necessity to develop their sportsmanship, their competitive activity effectiveness increase. However, the main reason of a low level of professional training among the future physical culture teachers is the absence of a special program, which provides skills and abilities formation of physical-sports activity organization at a country summer health camp; own pedagogical activity modeling, taking into account the peculiarities of the camp location, places for teaching swimming, touristic trips organization, stadium for RLD complex normatives fulfillment.

Physical-sports activity at a country summer health camp is an important resource of children’s and teen-agers’ health preservation and improvement, their many-sided development, physical activity increase, their involvement into systematic physical exercises. In terms of summer health camp the importance of the following factors sharply increases: a rational use of nature powers, hygienic factors; non-standard organizational forms of physical exercises use; innovative technologies of motional actions teaching rational technique; effective methods of spiritual-moral upbringing introduction.

One of the most important objectives of physical upbringing in summer health camp is cultural-moral and physical health formation, involvement into a healthy life style. Summer health camp has a wide variety of opportunities for health-forming upbringing methods use, motivation for an active motional activity. V.K. Balsevich, 2007, mentions that in health formation the main factor is health culture as a conscious system of actions, directed at involvement into a healthy life style on the basis of own position realization. It makes the problem of physical-sports activity organization at summer health camp very urgent in order to bring up the culture of life as the base for an individual health culture formation.

We created the methodology of didactic and organizational skills and abilities formation among the students of physical culture and sport faculty in order to train them for the work at summer health camp.

The content of physical culture teacher’s activity in terms of a country summer health camp:

I – didactic skills and abilities:
- clear knowledge of sports terminology, notions, definitions, commands; initial positions;
- the ability to explain precisely and briefly a motional task, realize pedagogical control over the quality of its fulfillment;
- knowing rational succession of physical exercises fulfillment, which provide the load on all groups of muscles and physiological systems;
- knowledge of motional actions technique, technical mistakes, timely mistakes control and prevention;
- the skill formation of muscular load determination precise dose, taking into account age and physical readiness of people;
- paying attention to all people.

II – organizational abilities and skills:
- the level of a temporary team creation skill formation during the period of a camp shift, physically ready children and teen-agers, qualified sportsmen revelation;
- physical culture active members, teacher assistants organization;
- the skills of physical-health-improving and sports-mass activity organization and realization forms, sports competitions judges organization;
- preliminary training organization for the normatives of RLD complex fulfillment;
- conditions creation for outdoor and sports games organization and realization,
places for teaching swimming, for training in sports sections, for sports competitions.

We created the evaluation criteria in order to estimate the level of methodical and practical professional training among the future teachers for the work at summer health camp. The formation degree of didactic and organizational abilities and skills was estimated, which provide sports terminology mastering, figurative explanation of motional tasks, their rational succession; knowledge of muscular load optimal dose; effective control over motional activity of those, who train.

Evaluation criteria:

5 points – knowing the peculiarities of motional actions fulfillment, typical mistakes, the ways of their prevention; the conditions for an effective sports activity creation;

4 points – great amount of preparatory exercises use, clear explanation of playing competitive activity conditions;

3 points – difficulties during sports terminology use, not emotional explanation of motional tasks;

2 points – insufficient knowledge of physical exercises technique, difficulty while choosing the way of mistakes correction, no support of physical culture active members;

1 point – poor knowledge of sports terminology, incorrect succession of physical exercises fulfillment, no ability to pay attention to all people, who train.

In order to check the effectiveness of didactic and organizational abilities and skills formation methodology among physical culture and sport faculty students a pedagogical experiment was held. The students of the second course took part in the experiment (46 people). The control group and the experimental group was organized, each group included 23 people. Before the pedagogical experiment the initial level of didactic and organizational abilities and skills was revealed using created by us criteria. The research results analysis didn’t reveal considerable differences according to the level of the future teachers professional training, (р>0,05).

In the CG educational-upbringing process was organized in accordance with the curriculum. In the EG we used created by us methodology of didactic and organizational abilities and skills formation of physical-sports activity organization among children and teen-agers in a country summer health camp.

After the end of the pedagogical experiment one more test of the abilities and skills formation degree different physical-health-improving forms and sports-mass activity organization and realization was held, taking into account the location of the camp, number of those, who train, their age and the level of physical readiness with the help of the same evaluation criteria. The received results analysis showed that the results improved in both groups, the CG and the EG, with the considerable advantage of the students from the EG. In the CG with the initial results of a motional action technique formation degree accurate explanation skills and the ways of its fulfillment, taking into account height-weight indices, age and physical readiness 2,81±0,16 points, to the end of the pedagogical experiment the indices improved till 2,88±0,14 points (р>0,05); in the EG with the initial results 2,79±0,21 points, to the end of the pedagogical experiment the indices increased till 3,47±0,19 points (р<0,05).

In the CG with the initial indices of muscular load determination rational dose skill formation in accordance with age and the level of training 2,77±0,18 points, to the end of the experiment the indices improved and were 2,84±0,20 points (р>0,05); in the EG with the initial data 2,78±0,15 points, to the end of the pedagogical experiment the results increased till 3,63±0,22 points (р<0,05). The same dynamics of more considerable indices improvement of didactic and organizational abilities and skills formation among the future teachers of the experimental group was revealed according to other indices.

Conclusion. Thus, the results of the pedagogical experiment showed, that physical-sports activity organization in a country summer health camp demands specially-organized professional training, which provides didactic and organizational abilities and skills of different forms of motional activity formation; training children and teen-agers for the normatives of RLD complex fulfillment, the level of their...
motional activity increase, involvement into a healthy life style, health culture formation. The curriculum of pedagogical higher educational establishments should provide a special program of didactic and organizational abilities and skills formation during the work with children and teen-agers at summer health camp, which has great opportunities for their involvement into systematic physical exercises and also the opportunity to control motivational sphere while choosing the kind of sports activity in accordance with an individual peculiarities of each teen-ager.

References

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THE AIM OF EDUCATION: CONTEXT OF COMPLEMENTARITY

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Annotation: The content of educational aims analysis showed their ambiguity, fuzziness and strict orientation at momentary need, which leads to all educational system change. As social development happens very quickly, educational system, being enough conservative, falls behind this process and the quality of education decreases. In order to solve this problem and in order to give the system of education steady dynamic development, it is necessary, first of all, to realize its main component – the aim. Material. This problem solution is conditioned by innovative processes, one of which is the theory of complementarity phenomenon. The base of this theory is the principle of complementarity and synergetic paradigm, in terms of which this principle gains Trinitarian character. The essence of complementarity phenomenon is the completeness and integrity of everything in different methodological terms (linear, non-linear and post-linear methodologies). The types of complementarity are defined (linear, non-linear and post-linear). Linear types: summative, complementary complementarity and integrative complementarity. Non-linear (transition) types: opposite and hegel. Post-linear types: system-integral (Trinitarian). On the basis of this material theoretical-methodical content research of educational aims was realized. Research methods: post-event analysis, summarizing, content-analysis, comparison, transfer, classification, transformation of general scientific and scientific-pedagogical knowledge. Results. Three types education content aims are revealed. Linear types, which include the unity of host qualities of an inheritor; “social” functions unity; the unity of decency, industry, openness, patriotism; unity of wrestler's qualities for justice and equal rights; unity of physical, mental, labor, moral, aesthetic, ideological-political, economic and ecological components. Non-linear types, which include the following: the unity of body (physical) and spiritual; unity of mental and labor; unity of labor and social duties; unity of the following opposing qualities of a personality: courage-prudence, adherence to principles-tolerance, openness-moderation, concentration-relax and others. Post-linear (Trinitarian) types: the unity of general-special and the definite aims; unity of ideological-political, labor, moral; unity of psychophysical, bioenergetics, moral; unity of developing, didactic and upbringing aims of education.

Keywords: linear methodology, non-linear methodology, post-linear methodology, complementarity phenomenon, synergetics, types of complementarity, harmonic personality.

Urgency. The aim of education is the base for the whole system of education (upbringing and teaching). However, it constantly changes, trying to match the demands of modern life. This is, of course, correct, but only in terms of linear traditional methodology. In terms of non-linear or Trinitarian methodology there are more definite and stable guiding lines of its content understanding, which nowadays can be understood on the basis of the