

EFFECTIVE METHODS OF INVOLVING STUDENTS IN SPORTS ACTIVITIES

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ABSTRACT: The problem of the formation of readiness for physical culture and sports activities as a complex systemically organized psychological education of a person is one of those, the development of which currently requires the use of a general scientific methodology of cognition - a systematic approach. In accordance with its conceptual provisions, the knowledge of the system and its components should occur simultaneously: when highlighting parts, they should be analyzed as elements of a given whole, and as a result of synthesis, the whole should act as a dialectical division consisting of parts. Therefore, the methods of system analysis and system synthesis are applied by us in dialectical unity.

KEYWORDS: Students, roads, sports, competition, improvement, preparation.

INTRODUCTION

In accordance with the methodology of system analysis, readiness for physical culture and sports activities and management of its formation are considered as complex systemically organized objects, and are sequentially disclosed in relation to: 1) their target orientation (target analysis); 2) content of structural components (structural analysis); 3) mechanisms of internal and external functioning (functional analysis); 4) emergence and development (genetic analysis).

Philosophers argue that the goal realized by a person as a law determines the method and nature of his actions [98]. Goals act as a system-forming criterion, since thanks to them the involved elements of the set are organized into a system. Therefore, the main criterion for separating the system as a whole from the environment is its consideration from the side of the intended purpose. [9].

THE MAIN RESULTS AND FINDINGS

The purpose of the functioning of readiness for physical culture and sports activities, as one of the personality characteristics, is the active appropriation of the values of modern physical

culture. The qualitative originality of the goal determines the possibility and necessity of highlighting readiness for physical culture and sports activities as a functional system and studying it from the standpoint of a systematic approach.

Pedagogical systems belong to the class of social systems and are defined by V.P. Bespalko [10] as a set of means, methods and processes necessary for an organized, purposeful and deliberate pedagogical influence on the formation of a personality with given qualities. At present, a number of works show the high efficiency of the approach to learning as a process of managing a purposeful pedagogical system [2].

The qualitative originality of the goals of formation of readiness for physical culture and sports activities in the process of physical education determines the possibility and necessity of singling out physical education as a controlled pedagogical subsystem (according to the criterion of purpose) within the framework of a broader system of personality formation of a future specialist.

Thus, the target analysis made it possible to single out two system-organized objects as the subject of research - the readiness of students for physical culture and sports activities and the management of its formation in the process of physical education.

The next step in system analysis is to reveal the component composition of the objects under study and the relationships of individual components, which gives an idea of the structure of the object as a system, of its internal organization [12].

Structural analysis made it possible to single out structural components of readiness for physical culture and sports activity, systems of its formation in the process of physical education, qualitatively different in their target orientation, and to determine their internal content. In accordance with the methodology of the system approach, we consider each of these components in two qualitative aspects: from the point of view of its qualitative nature (content) and from the point of view of its qualitative specificity (essence). In the first case, each component is considered on its own, in its most general and abstract moments, in the second - as an element of a more general system.

Structural (component) analysis is the basis of functional analysis, which has two aspects: it involves the disclosure of the mechanisms of external and internal functioning [7].

The internal functioning of readiness for physical culture and sports activity of interest and the system of its formation in the process of physical education are studied by us in their

conditionality, on the one hand, by the component composition and structure, on the other hand, by their external function. In the process of analyzing internal functioning, the relationship of functional subordination (subordination) and coordination between individual components is revealed. This takes into account the position on the hierarchy of systems, according to which each subsystem is considered as an integral part of the higher one, and, on the one hand, is subordinate to it in its manifestations, and on the other hand, it determines the properties of the higher system based on its own properties [9].

The study of the structural composition of readiness for physical culture and sports activities of interest and the system of its formation in the process of physical education and the mechanisms of their functioning is the basis for considering the patterns of their origin and development. IN AND. Lenin emphasized that dialectical logic requires considering the subject in its development [8]. Therefore, the target, component and functional analyzes of the systems we have identified are combined with genetic analysis. The application of this type of analysis made it possible to identify qualitatively different levels of readiness for physical culture and sports activities, the stages of its formation in the process of physical education, to establish the patterns of their occurrence, development in a controlled educational process.

The materials of system analysis were used by us for system synthesis, which resulted in the creation and experimental study of integral theoretical models of readiness for physical culture and sports activities and the system of its formation in the process of physical education. This made it possible to reveal the patterns and mechanisms of the emergence and development of new system qualities, as integral results of the interaction of individual components of these models.

The second methodological guideline of our study is the activity approach. A.N. Leontiev [4] believes that the real basis of the personality lies in the system of activities that are realized by its personal properties, knowledge and skills. The direction of research should go not from personality characteristics, acquired knowledge and skills to the activities characterized by them, but from the content and connections of activities to how and what processes implement them, make them possible. In accordance with the provisions of this approach, the study of readiness for physical culture and sports activities of interest and the system of its formation in the process of physical education was carried out in connection with the essence and content of this type of activity.

The position of the psychological theory of activity of A.N. Leontiev about the objectivity of activity, understood as the ability of the subject to reproduce the logic of the object in the activity, to subordinate the activity to it, leaves out the determination of this activity on the part of the subject, his personal contribution to the activity and its product. Meanwhile, consideration of the readiness for physical culture and sports activities of interest and the system of its formation in the process of physical education is impossible without recognizing their determination by the personal characteristics of students. It is known that in activity and through activity not only the logic of the objective world is manifested, but also the essence of a person, his individuality. The activity and its results (transformation of the object) depend on the person as the subject of labor, on his “subjective forces” [5].

The personal approach allows to overcome the limitations of the activity approach, which considers the personality of a student as a personified normative basis of physical culture and sports activity, as an impersonal subjective moment of this activity. It involves the study of readiness for physical culture and sports activities of interest and the system of its formation in the process of physical education in connection with the properties of an active personality: interests, abilities, and their development.

The main requirement of this approach is to identify and evaluate the individual capabilities of each student in the assimilation of various types of physical culture and sports activities, to help him form the necessary and sufficient knowledge about himself, to determine in which directions to improve his abilities for the implementation individual way of life, equip him with the skills of practical use of the values of physical culture to meet personal needs.

CONCLUSION

Thus, the orientation to the methodological provisions of the systemic, activity and personal approaches made it possible to determine the general strategy for studying the problem of formation of readiness for physical culture and sports activities in the process of physical education, to identify a number of particular problems arising from it and to establish the sequence of their resolution.

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