



ROLE IN A HEALTHY LIFESTYLE OF THE GROWING GENERATION - PSYCHOLOGICAL AND PEDAGOGICAL CONTROL OF THE DEVELOPMENT OF PUPILS

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Annotation

The article states that systematic physical exercises and sports have an impact not only on the physical health of a person, but also on the development of his personality. Raising generations of physically and morally healthy people is one of the most important tasks facing the school.

Keywords: systematic classes, personality formation, psychomotor development, personal development, comprehensive assessment of the development of schoolchildren.

Systematic physical exercise and sports have an impact not only on the physical health of a person, but also on the development of his personality. Raising generations of physically and morally healthy people is one of the most important tasks facing the school. The comprehensive program of physical education of students provides not only the development of physical qualities, the formation of motor skills and abilities, but also the upbringing of high moral qualities in schoolchildren. But if the level of development of motor qualities is under constant control of the teacher (delivery of educational standards and norms of the complex “Alpomish” and “Barchinoy”, testing, etc.), then the influence of the process of physical education on the formation of the student's personality is not specifically and purposefully controlled ... Of course, every physical education teacher has a certain idea of the personal characteristics of his pupils, since he constantly observes them. However, the point here is that these observations should be carried out according to a clear system that allows you to obtain data comparable to the observations carried out by other teachers with other methods and conditions of education. Only in this case, psychological control over students will be useful for improving the content and methods of physical education. We tried to identify and systematize those indicators of psychomotor and personal development, which, in our opinion, are the most informative and can be used by teachers when implementing an individual and differentiated approach to teaching.





The practical use of indicators of psychomotor and personal development is presented by us in the form of a methodology for a comprehensive assessment of the development of schoolchildren (KORSH). The teacher should carefully study the KORSH before the start of the school year in order to purposefully conduct individual observations of the students.

Grades (on a 3-point system) are recommended to be put at the end of each half-year in special student assessment cards. At the first stage of mastering the technique, the teacher can limit himself to observing students of only one class or use only some (the most interesting, in his opinion) indicators for assessment.

Indicators of psychomotor development. The method uses 7 indicators.

1. Ability to maintain body balance. This indicator characterizes both voluntary and involuntary sphere of self-regulation. The score “3” is the ability to maintain equilibrium for a sufficiently long time in difficult conditions; on a narrow support, with closed eyes, with an unusual body position. Grades “2” and “1” are given for a shorter time of maintaining equilibrium. Downgrading is done taking into account age-related capabilities and gender differences. Each teacher can find more detailed and specific assessment criteria based on comparative observations of the success of solving movement problems for balance within a given age-sex group.

2. The general level of development of voluntary control of their movements. When assessing, it is necessary to take into account the student's ability to subordinate his movements to the main motor task, that is, you perform meaningful movements. A high level of development (3 points) is manifested in the successful development of new motor actions on the basis of visual display (imitation) or speech commands (verbal explanations) of the teacher, and a conscious desire to “feel-to” the image of movements and the surrounding external conditions of their implementation. Examples of arbitrary control of their movements: perform- verbal commands in spite of the simultaneous visual display (i.e., the ability to follow in specially created conflict situations behind the speech command); the ability to switch in cyclic movements to less familiar forms of movements (for example, from joint movements of arms and legs to cross or vice versa); the ability to voluntarily relax. A long pause or rejection determines decrease in the score (respectively “2”, “1”).

3. Ability to finely regulate changes in one's movements according to individual parameters: effort, spatial characteristics (amplitude) and time (duration, pace, rhythm of movements). The development of this skill is associated with the development of the corresponding types of discriminatory sensitivity (sensitivity to a





subtle change in certain parameters of movement) and is manifested in the subtleties of self-control, in the ability to arbitrarily slightly change the tempo of movements, the speed of running or walking, the distance of jumping from a place with closed or with open eyes, etc. Three points are used to assess the ability to change the movement to a minimum according to this parameter; score “2” - the ability to accurately perform a rough change in movement - at least three steps between the maximum and minimum; “1” - two or less steps.

4. Ability to coordinate complex simultaneous movements. A high level of this skill (3 points) is manifested both in large (macro-) and small (micro-) movements and is denoted most often by such terms as “motor dexterity”, “manual dexterity”, etc. When assessing coordination skills, a decrease in the score “2” should be done for limiting the scope of movements in which dexterity is manifested, for

decrease in the available level of difficulty, for a decrease in the pace of coordinated movements; 1 point - for 2 or more conditions for the manifestation of awkwardness. Unfortunately, at present, at the lessons of physical culture, no attention is paid to the development of micromotor, although in the conditions of scientific and technological progress, its role in a person's labor activity is steadily increasing. But since the process of physical education is not limited only by physical education lessons, the teacher of physical education can receive useful information for himself about the micromotor development of schoolchildren from teachers of other disciplines (writing, drawing, labor, etc.)

5. Motor memory. The level of development of this indicator of psychomotor development determines the speed and strength of memorizing a significant number of sequential movements (both simple and complexly coordinated), the duration of their preservation, the efficiency of use in necessary cases (when implementing motor programs stored in memory). It should be borne in mind that all of the listed features of memory are important, although they can be expressed differently. When assessing this indicator, the highest score (“3”) should be given if all the features of memory are sufficiently clearly expressed. In other cases, the score is reduced. (With a weak manifestation of two characteristics, 2 points are given, three -1.) Note that one of the important systemic manifestations of motor memory is systematic and effective attempts to mentally imagine a motor action (movement) before or after its actual implementation. Such attempts of independent ideomotor training in physical education lessons, sectional classes, etc., must be supported and developed.



6. Motor imagination. If the success of the reproduction (reproduction) of the motor program of the actually performed movement stored in it depends on the motor memory, then the success of the implementation of the motor actions that have never been performed is dependent on the motor imagination. The motor imagination is manifested in the ability to improvise new movements and their combinations (3 points), mentally imagine the exercise and “inverted” to reproduce it after the “mirror” display of the teacher (2 points), etc. Motor imagination is impossible without operating with scraps of memory or their elements, but is not reduced to memory. In life, there are many schoolchildren with good motor memory, but poorly developed imagination, and vice versa. At the same time, it should be borne in mind that there is no sharp boundary between the processes of memory and imagination. Generalization is inherent in motor images of memory, they are always to a certain extent mobile, changeable, since the very method of controlling human movements is not rigidly determined by a ready-made motor program, but is indicative and research, and therefore, to a certain extent, creative character.

7. Ability to anticipate motional actions. In essence, such skills represent visual-active thinking in the structure of psychomotor actions. These skills are brought to life by the limited physical capabilities of a person in solving a fairly wide class of motor problems. Let us recall the proactive actions of the goalkeeper in football or hockey, when the fastest reaction does not provide a solution to the problem. Such successful proactive actions are based on inferences (conscious or unconscious) about the informativeness of certain preparatory movements of the opponent. The teacher can judge the level of development of the skills to anticipate movements, both his own and those of others, by the frequency of manifestations of these skills: anticipatory reaction to a moving object - hitting a running man with a ball, passing accuracy in motion; guessing the direction of the ball hit, distinguishing between real and deceptive movements of an opponent or partner; the timeliness of the preparatory posture for their own movements - at the start in running, swimming, receiving the ball, etc. Assessment: 3 points - constant successful anticipation; 2 - more often successful; 1 - more often unsuccessful.

The above-mentioned indicators of psychomotor development characterize the state of the executive link in the motor activity of schoolchildren. The main manager in it is the personality of the student. The process of physical education opens up great opportunities for educating the student's personality. Below, some of the main indicators of the personal development of schoolchildren will be characterized in





connection with physical education. They are among the indicators of the methodology.

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