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WAYS OF IMPROVING THE THEORY AND METHODS OF PHYSICAL EDUCATION TEACHING

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Abstract. *The author determines the basic ways of improving the course of theory and methods of physical education, herewith, recommending the use of the credit and module system of organization, multimedia technologies and abstracts of lecture texts in schematic and text variants.*

Keywords: *module, multimedia, lecture abstracts.*

Introduction. In the modern conditions of Ukraine's integration into the European system of higher education, the necessity of reforming the education system of Ukraine, its improvement, and raising the level of quality comes to the fore. Proceeding from this, the strategic task of reforming higher education in Ukraine is the transformation of quantitative indicators of educational services into qualitative ones, which implies a review of the content of higher education and enriching it with latest material, introduction of modern educational technologies. At the same time, the urgent need is to increase students' interest in the quality of learning, involvement of each student into active cognitive activity, based on strengthening the role of learning and research work.

The analysis of publications suggests that the main task of higher education in today's conditions is development of students' personality, their interest in fundamental knowledge, as well as the need to raise general educational and professional level. This can be achieved by the development of pedagogical technologies that contribute to the enrichment of professional, pedagogical and, in particular, professional and methodological training of

students, filling them with new content, forms, methods and techniques of teaching.

Modern educational system is orienting on the personality that develops itself, consciously takes into account the individual characteristics, needs, students' opportunities, as well as their right to choose educational trajectories, methods and forms of education organization, which was impossible in the framework of traditional education. In this aspect, new information technologies become priority both in scientific research and in the educational process.

O. M. Pikhota [1] argues that we exist in the state of transition from the industrial age to the informational one. Computer and communication technologies are quite obvious manifestations of the information revolution. Therefore, students' and teachers' interest in computer becomes clear. Computer provides new opportunities for creative development, allows you to get rid of traditional scientific learning and develop new ideas, makes it possible to solve more interesting and complicated problems.

Yu. D. Zheliezniak, P. K. Petrov [3] claim, that to provide scientific and methodological activity they use in the field of physical education and sport Internet technologies for the purpose of searching and exchanging information, teleconferencing, electronic tables in the process of processing and evaluating the research results, the creation of complex textual documents with the help of the Microsoft Word processor and so on. One of the main areas of information technologies is widespread use of computer-oriented learning tools in the process of studying educational disciplines [2].

Such a state of improving higher education changes the status of a teacher, who increasingly acts as the organizer of students' independent cognitive activity, a competent consultant and assistant.

The aim of the study is to determine the ways of improving the theory and methods of physical education teaching in a higher educational institution.

The research methodology was directed at the selection of adequate methods for achieving the goal set, namely: analysis of the practice of future specialists in physical education training, pedagogical observation of the educational process, questioning students, method of modelling and constructing.

Results and discussion. In the process of training physical education specialists in higher educational pedagogical institutions, the theory and methods of physical education is the basic discipline. In order to improve the teaching of this discipline, several ways have been determined: improving the content and improving the teaching methodology.

Improvement of the content of the theory and methodology of physical education was based on the use of the credit and module system of organization, according to which the content of the discipline was distributed to the content modules. The content module of educational discipline contains separate modules

(themes) of students' classroom and self-guided work. Module is a logically completed part of the theoretical and practical material of the discipline.

In our version, the content of the theory and method of physical education was divided into general modules, which included in the second year – the general theory of physical education; in the third year – the methods of physical education of different groups of people and in the fourth year – sport and sports training.

Within the framework of the above-mentioned general modules, students' learning activity is implied to be in the form of lectures, seminars, self-guided work. This work is based on the principle of modularity, which defines the approach to organizing the student's mastery of the content modules and manifests itself through the specific for modular learning organization of methods and techniques teaching and educational activities, whose main content is students' active self-creative cognitive activity. And also on the principle of diagnosticity, which implies providing an opportunity to assess the level of achievement. Based on this, each semester includes control modules in the content of the learning material.

The main structural unit is lecture classes. Depending on the number of hours allocated to teaching lecture topics, the number of module controls is also changing. Module control is the final control of the quality of student's acquisition of theoretical and practical material for each module of the theory and methodology of physical education discipline.

Module controls are carried out and checked within the time limits determined by the dean's office as control and credit weeks in the year course in the form of written tests. For checking written tests the teacher is given 0,25 hours per student.

Improvement of the methods of teaching the theory and methods of physical education was conducted through the use of multimedia technologies based on the presentation of each particular topic of the lecture material. The main structural unit of such technology is the use of abstracts of lectures course in the schematic and text version.

The course of theory and methods of physical education has two main goals: didactic and developmental.

The didactic goal is to acquaint students with a wide range of acquired by science and practice knowledge in the field of physical education and sport, as well as pedagogical technologies that are used in the process of physical education of different groups of the population, and, in particular, secondary schools' students.

The developmental goal is to create conditions for acquiring physical skills and experience by future teachers to carry out pedagogical activities in various spheres of physical education, recreational fitness and sport, physical rehabilitation.

The main advantage of using multimedia in the process of lecturing is that the teacher can provide a large amount of educational material in a schematic and text version.

The peculiarity of teaching this material is its focus on problematic dialogue, the development of students' thinking, their creative abilities, analytical qualities. A great help in this is sense is provided by the abstracts of the lecture course on the theory and methods of physical education for second, third and fourth year students, as well as the abstracts of outlining lectures at the level of students' notebook.

Students do not take notes of the lecture material, because they already have them, and work on it by perceiving the teacher's explanation in conditions of a problem situation, an independent analysis of problem situations. That is, not only acquiring the system of knowledge is on the foreground, but also the results of scientific knowledge come to the fore, namely, formation of students' educational and cognitive activities which determines the beginning of thinking in the process of setting and solving the problem.

In order to increase students' interest and to stimulate their professional thinking, the text version of the lecture material can be supplemented with video materials. Video fragments of a physical education class, sports competitions, or various types of aerobics are analyzed and explained, they also encourage students to find new ways and methods for solving the problem.

Together with visual aids of the perception of educational material, the teacher can use audio aids based on reinforcement of lecture theoretical positions with musical examples. It is these examples that give the student the opportunity not only to analyze the educational material, but also to feel internal feelings with music, to increase the emotional background of classes, to take away nervous tension. For example, when working on different functions of music in the lesson of rhythmic gymnastics, the scheme is supported by appropriate music. In this case, the teacher should comment on this scheme in accordance with the time of music sounding.

The video presenter has great opportunities in lecturing. That is, in order to create a problem situation, the lecturer can give several variants, emphasizing the positive and negative points of each. The student should choose one on the basis of the analysis and justify, why. In this case, mental activity is stimulated by the formulation of questions. Questions at the lecture should be difficult enough to cause difficulties for students, and at the same time, "possible to solve the problem when self-finding the answer".

In addition, the use of the videopresenter enables the teachers to supplement their thoughts with additional scientific information, expand the range of scientific knowledge based on the formation of students' cognitive self-guided activity at the lecture.

Conclusions. Thus, we can conclude that introduction of a credit and module system of training becomes possible only due to the use of differential assessment of classes and determining students rating.

The credit and module system of education stimulates students' systemic self-guided work throughout the semester and enhances the quality of their knowledge; promotes the identification and development of students' creative abilities; increases the objectivity of assessing students' knowledge.

Professional training of future physical education teacher can be greatly enhanced by the use of information technology as a training tool.

All the above-mentioned ways contribute to increasing students' interest and activity in the course of self-study study of the theory and methods of physical education, as well as conducting research work.

In terms of prospects, it can be noted that such an organization of professional training will provide an opportunity to develop a high level of professional knowledge and skills in relation to high-quality physical education classes for students of different age groups, mastering the latest health-improving technologies of physical education.

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