



Healthy Lifestyle Of Students In The Educational Process By Means Of Adaptive Physical Culture

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Abstract: To develop, theoretically substantiate and experimentally verify the pedagogical conditions for the formation of a healthy lifestyle among university students using adaptive physical culture.

Keywords: Health, Educational Process, Adaptation, Physical Culture, Pedagogical Master, Knowledge



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Introduction

Physical education in its arsenal has many effective methods, tools and techniques for improving the body. The problem lies in the lack of information, in the low physical education literacy of the population, in the lack of formation of healthy lifestyle skills. The student age is characterized by the highest social activity, a high level of cognitive motivation, education and culture, which creates favorable prerequisites for the formation of a healthy lifestyle and health.

Methodology

Due to the increasing trend in the number of students with disabilities, the importance of the modern direction of physical culture is increasing - adaptive physical culture, the object of which is students with a low level of physical and functional development. The formation of a healthy lifestyle with solid knowledge in the field of hygiene, nutrition, physical education, and valeology is the starting point in the implementation of a pedagogical package of measures to prevent and reduce the incidence of students. In this regard, there is a need to develop and implement programs based on scientifically based research aimed at changing the lifestyle of students and strengthening primary prevention

of diseases. Experience shows that the level of valeological literacy and activity of students is characterized by a superficial knowledge of the basics of a healthy lifestyle and a low value orientation towards health.

There is a low motivation to lead a healthy lifestyle, exercise, and insufficient use of physical education to maintain health. This situation actualizes the need to include in the educational process a system of measures for the formation of a healthy lifestyle of students by means of physical culture. Thus, an analysis of the theory and practice of the problem under study revealed a contradiction between the low level of health and motivation for a healthy lifestyle of students and the insufficient orientation of the educational process of universities towards the formation of ideas and values of a healthy lifestyle. This contradiction allows us to highlight the problem of research, which consists in the lack of scientific developments of pedagogical conditions for the formation of a healthy lifestyle by means of physical culture in the educational process of higher education for students with physical disabilities and health conditions.

The problem of forming a healthy lifestyle for students should be solved taking into account the lifestyle and health level of students and the accumulated health risk factors. There is a need to increase the effectiveness of classes, improve methods and tools aimed at improving the body's resistance to the effects of adverse environmental factors. In order to increase the value of physical education and a healthy lifestyle, an educational course should be introduced into the physical education program at the university, including basic issues related to the prevention of diseases and the formation of a healthy lifestyle. Conversations on key issues of a healthy lifestyle should be conducted during practical physical education classes. Improving the educational level of students means the process of not only their physical development, but also, most importantly, enriching them with knowledge that promotes a conscious, creative attitude to physical education, the formation of a value attitude to physical education and recreation activities.

Result and Discussion

The results of the experimental work have shown that the poor educational level of students in the field of physical culture largely determines the passive attitude of young people towards leading a healthy lifestyle. It is only on the basis of knowledge and a large amount of information about the ways and means of mastering physical culture values, practical skills and implementation skills, that a young person can ensure real freedom to choose individual acceptable forms, methods and guidelines for physical self-improvement. Performing physical exercises in the fresh air and hardening using natural factors is of great importance for promoting health and preventing a number of diseases.

As a result of the development of adaptive reactions, the body acquires a new quality in the form of resistance to hypoxia and cold. The method of conducting classes with a focus on the development of general endurance and the use of recommended amounts of cyclic exercises has a positive effect on the state of health, on increasing the functional fitness and working capacity of students. The effectiveness of the practical implementation of a set of basic pedagogical conditions for the formation of a healthy lifestyle for students has been proven in the framework of a formative pedagogical experiment on the dynamics of the

formation of its components: the formation of the physical component of valeological education.

Given the rapid growth of the information flow, in the process of professional training, it is necessary to provide teachers not only with theoretical knowledge in the field of activity relevant to their profession, to form versatile practical skills, but, most importantly, to help future teachers master the methodological basis for effective and creative activity in new conditions, not standard situations. The ability to apply existing or newly acquired knowledge in practice in unusual conditions to solve various problems related to professional activity is becoming one of the most important criteria for assessing the quality of specialist training. According to the state requirements for the graduate's level of education, a natural sciences teacher must: master the methods of natural sciences, be able to work with objects in natural and laboratory conditions; be able to adapt natural science knowledge and skills to the goals and objectives of school education; possess organizational and activity skills necessary for the development of their creative abilities and professional development; be psychologically and methodically He is prepared to work in poly- and interdisciplinary fields of knowledge.

In accordance with this, the professional training of a teacher of natural sciences involves not only the assimilation of the theoretical material of the relevant sciences, but also knowledge of logic, methods and means of natural science cognition in general. In accordance with this, the teacher must not only understand the essence and significance of the methods peculiar to the sciences of his specialty, but also master a whole system of generalized theoretical knowledge and methodological skills. The methodological component of education acts as a means by which, based on existing knowledge and methods of action, an indicative basis for future activities is built. The future teacher needs to master a sufficient methodological basis for the successful and creative use of physical experiment in teaching natural sciences.

It is generally accepted that physical exercises are classified according to the predominant development of physical qualities: they are grouped into exercises for the development of dexterity, speed, flexibility, strength, endurance. Select:

1. speed and strength exercises characterized by maximum effort (short-distance running, jumping, throwing, etc.);
2. cyclic endurance exercises (swimming, cross-country skiing, middle- and long-distance running);
3. exercises that require high coordination of movements — coordination (acrobatic, etc.);
4. exercises that require a comprehensive display of physical qualities and motor skills in conditions of variable modes of motor activity, continuous changes in situations and forms of action (sports games, boxing, fencing, etc.).

Physical exercises are dosed using the following techniques:

- a change in the quantitative characteristics of the exercise: an increase in the number of repetitions; an increase or decrease in the time allotted for performing exercises; a change in the intensity of exercises; the use of a different pace of performance, etc.;

- changing the structure of the exercises performed: increasing the amplitude of movements; performing exercises with various objects; complicating the exercise technique due to additional elements, etc.; changing the conditions for performing exercises: changing the starting positions; varying the exercises on grass, sand, parquet, etc.; changing the number of people involved in the game at the same time; using natural slopes and descents (mountain, hillock), natural obstacles (running in the wind, on water, over obstacles), with the resistance of a partner, etc.

Conclusion

The practice of teaching students and the conducted research show that insufficient mastery of rational and scientifically based methods of setting up a physical experiment slows down the process of mastering students' knowledge and skills in their chosen specialty, increases formalism and reduces the level of independence in performing educational tasks, suppresses initiative in the process of acquiring knowledge and the possibility of creative search in solving professional tasks. The limited academic time in the disciplines of natural sciences and the need for effective use of a share of academic time for students' independent work require the development of new effective didactic techniques aimed at deep learning of acquired knowledge and practicing practical actions based on increasing the level of independence and creative activity in the process of cognitive activity.

Along this path, it is possible to study the methods of teaching students how to set up a physical experiment in the process of improving the professional training of a teacher of natural sciences in modern conditions of higher pedagogical education.

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