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**ІННОВАЦІЙНІ ТЕХНОЛОГІЇ В СИСТЕМІ
ПІДВИЩЕННЯ КВАЛІФІКАЦІЇ ФАХІВЦІВ
ФІЗИЧНОГО ВИХОВАННЯ І СПОРТУ**

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PERSONALITY-ORIENTED APPROACH IMPLEMENTATION TO THE PHYSICAL EDUCATION (ON THE EXAMPLE OF FITNESS AEROBICS)

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Relevance of this problem consists in that social and economic conditions of the modern society are characterized by a considerable increase in the requirements for health of professionals, their readiness for forthcoming professional activity and high rates of life. In addition, the high informational and emotional stresses, and at the same time, the healthy lifestyle week popularity, disability to effectively organize their work and leisure or independent regular exercises, computer screens and televisions continuous usage - cause syndromes of "early and chronic fatigue and reduces students potential.

Literature review shows that female students' physical education improvement problem with personality-based approach is yet received adequate attention.

The purpose of these theses is the justification of high school students' physical training based on in-depth aerobics study as a mean of personality-oriented approach promotion.

To ensure the presence of individuality, in the training program content for the discipline "Physical training", two interrelated components should be allocated: basic and variable.

Fitness aerobics is one of the effective ways of adolescents and female students' physical education, providing diversified effects on the body, contributing to the formation of stable interest to the systematic use of physical culture and sports for the purpose of self-development and self-improvement. On this basis, aerobic fitness considered to be suitable for using it as a variable component of the training program that is included in order to consider the individuality of physical culture and sports interests and abilities of female students.

This methodology effectiveness is ensured with various tools inclusion to the learning process: choreography training (basic choreography, expressiveness, binding motion, 50 % of the time), technical training (basic aerobic steps and their varieties, high jumps, exercises in the parterre, exercises performed in a standing position, with the exercises changing the position of the body, 30 %), general and special physical training (strength, speed, endurance, flexibility and coordination abilities development, 10 % and 10 % respectively), as well as theoretical training.

It should be noted that according to the study conducted by Trofimova O.V. in her Candidate of Pedagogic Sciences thesis, results of experimental group, which tested fitness aerobics program showed that compared to women athletes with a usual program, experimental group generally approached the level (in functional tests, in motion tests, in hopping coordination tests, in psychomotor tests, in terms of interest in physical education and sport) and in some cases even demonstrated superiority (in the long jump with space backwards, in the relative error of metered rate of tapping-test, in terms of interest in physical fitness).

It is recommended to build fitness aerobics program so that students engaged could adapt to the specific load of this sport, therefore an increase of training loads and exercises' coordination complexity should take place gradually and classes should be held at least 1 time per week.

Coordination abilities' development means should be optimal, thus they will ensure a more rapid uptake of new forms of movements to expand the arsenal of motor skills, expertise.

Female students' physical education based on personality-oriented approach will contribute to a substantial increase in the functional and physical preparedness of organisms of those engage, to the psychomotor skills development level, promotes the interest formation to physical culture in general and to fitness aerobics in particular.