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

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THE PROBLEMS OF TESTING THE LEVEL OF MOTOR FITNESS STUDENTS

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The problem of testing and evaluation of motor readiness of the students still has not been solved, it proves both its complexity and the possibility of an alternative approach to its solving. [1]

The difficulties faced in developing the test to assess motor fitness of students are different. First of all they are due to the lack of fundamental dependence linking indicators of motor abilities and other characteristics, the second point is the lack of clear criteria of the testing, and the third is the choice of a method for evaluating motor readiness [2].

Currently, all issues relating to the test exercises, their quantity, regulatory implementation and evaluation of the results are regulated by the physical education teachers. Analysis of their experience and capabilities underlines this fact, it causes the appearance of a large number of test systems, the lack of standards for the evaluation and makes it impossible to compare the level of motor fitness of students at different times at different schools, regions etc. It ultimately leads to a lack of control of a single motor readiness of the students. Today testing of students is an element of physical education and education as a whole, that is why it must meet the requirements that reflect legal, resource, organizational and other aspects of the functioning of these systems. Thus, we can formulate the following requirements: the number of test exercises must be as minimal as possible; the test should be relatively simple, the usage of sophisticated technical means should be excluded; the test should not cause injuries, etc.

The evaluation of motor fitness of students depends on two essential different approaches: 1) each test trial has standards in

accordance with which the level of motor readiness is determined, 2) the integrated motor readiness assessment is developed and it is based on the transformation of a multidimensional system of measurement (seconds, meters, number of repetitions) into a one-dimensional one (points). Most experts in the theory and methodology of physical education support an integrated approach to the assessment of motor fitness of students, however, they argue about the quantity and quality of the required parameters.

Thus, you need a standard system of testing the level of motor fitness, the usage of which will lead to the improvement of the educational process and the motor abilities of students of different sexes and different age groups.

Reference:

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