

PHYSICAL EDUCATION AND SPORTS

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Fundamentals of psycho-physical training of students in physical education

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Abstract.

There is a number of directions regarding the use of physical education for training for a professional work. One of the authors of the article proposed a direction called psycho-physical training. The research aims to determine the fundamentals of psycho-physical training of students in physical education. It is suggested that the development of the foundations of psycho-physical training of students should be based on the factors determined from the analysis of professionograms and qualification characteristics of a specific profession. In the article, such issues are revealed: directions of psycho-physical training in the process of physical education, its means, organization, control.

Keywords:

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PHYSICAL EDUCATION AND SPORTS

One of the main tasks of the physical education of students is preparation for future professional work. Specialists have developed a number of directions regarding the use of physical education for preparation for professional activities. Professional applied physical training is the most developed direction. It is considered a pedagogically oriented process of ensuring specialized physical preparation for future professional activity. At its core, this is a learning process that enriches the individual fund of professionally useful motor skills and abilities, and improves physical and directly related abilities, on which professional performance directly or indirectly depends. The effectiveness of professional applied physical training in preparation for professional activity was confirmed in the studies of R. T. Raevsky [1], L. P. Pylypei [2], I. O. Asauliuk [3], T. V. Liudovyk [4], etc.

One of the authors of the article initiated the direction of professionally oriented physical education, called psychophysical training [5]. The latter is considered to be a part (aspect) of the physical education of students that is specialized in psychological and psychophysical features of their future professional activity.

Developing the fundamentals of psychophysical training of students in physical education, we assumed that such training should be carried out according to their future professional activities. The aim is to contribute to an increase in the effectiveness of professional education and achieve stable work capacity in the performance of professional duties. We developed the grounds of psychophysical training of students of higher education institutions of railway transport based on the factors that determine its content for this category of students. The analysis of professionograms and qualification characteristics of railway engineering professions allowed us to determine the following factors: 1) the prevalence of intellectual labour in performing professional duties; 2) great responsibility for the safety of people and the preservation of cargo and the associated psycho-emotional overstrain; 3) high specific (professional) requirements for several components of the personality structure of the specialist; 4) the necessity to have basic knowledge of the

PHYSICAL EDUCATION AND SPORTS

psychology of effective management of the production team.

Clarification of the factors given above, the analysis of students' level of psycho-physical readiness for professional work as a certain aspect of the general structure of the human personality, reliance on the extensive ring model of the personality of M. S. Burgin, allowed one of the authors to build a model of psycho-physical readiness [6]. Based on the structure of the specialist's psycho-physical readiness, the psycho-physical training of students in physical education can be conditionally divided into two components. The first one is psychological training. It should include the formation of features that are important in a specific profession, emotional stability, motivation for professional work, and work on obtaining the necessary for the profession psychological knowledge. The second component is psycho-physical training. It includes work on development in the direction of mental processes that are important for a specific profession and the psychomotor skills of the future specialist.

The main directions of psycho-physical training of students in physical education are proposed as follows:

1. Psychological education of students;
2. Obtaining mental self-regulation skills and formation of emotional stability;
3. Development of psychomotor skills of the future specialist;
4. Formation of the aspects of personality that are necessary for performing professional duties.

Physical exercises are considered the main means of psycho-physical training in physical education. They are considered to affect not only the muscles of a person but also their whole body and psyche. Targeted impact on the components of a mental organization of a person is performed due to the change (modelling) of the process of physical exercises.

The means of psychophysical training of students should be selected according to the peculiarities of future professional work (individually for each). All means can be divided into the following blocks:

1. Block of psychological education means;

PHYSICAL EDUCATION AND SPORTS

2. Block of professionally relevant sports;
3. Block of psycho-training means for developing attention characteristics;
4. Block of special physical exercises for the development of psychomotor skills;
5. A block of exercises for obtaining the skills of self-regulation of mental health and reducing the effects of stress (autogenic training, meditation);

6. Sports competitions in professionally relevant sports.

The organization of psycho-physical training of students involves specialized training both during the educational process and extracurricular hours. The organization of training sessions should be built accordingly to the work curriculum for the discipline "Physical Education", compiled by the Department of Physical Education and Sport. The educational program should be composed taking into account the psycho-physical specifics of the future professional work of students of the faculty (field of study, speciality).

In-depth psychophysical training of students should be provided by creating specialized training groups for psycho-physical training in the structure of the educational section of physical education. It is advisable to create educational groups on professionally relevant sports within the educational section of sports education. Students assigned to the educational section of physical rehabilitation due to their health condition are offered a part of psycho-physical training that is available for assimilation.

Educational classes on psycho-physical training of students should be conducted in both theoretical and practical forms. The purpose of theoretical classes is mainly to solve problems of psychological education.

Extracurricular work on psychophysical training complements the work conducted during educational classes (both practical and theoretical). There are forms of its organization:

1. Individual theoretical training (self-training, essay writing, etc);
2. Training in professionally relevant sports under the guidance of coach;
3. Individual practical training (self-training);

PHYSICAL EDUCATION AND SPORTS

4. Sports and mass sports events (competitions in professionally relevant sports).

The teachers of the Department of Physical Education and Sport should carry out the control of psycho-physical readiness of students. They estimate the level of assimilation of theoretical and practical sections of psycho-physical training. At the same time, teachers focus on specific requirements and standards developed by the department for each faculty (field of study, speciality).

Credit requirements approved by the Department of Physical Education and Sport in the section of psycho-physical training are mandatory for students. They are included as a separate component in the credit requirements for the academic discipline "Physical Education". Students who are assigned to the educational section of physical rehabilitation due to their health status fulfil the psychophysical training requirements that are available to them.

In our opinion, the use of physical education to solve the problems of increasing the level of psycho-physical readiness of students for future professional work significantly raises its value as an educational discipline, bringing it closer to special disciplines. The direction of scientific research related to this issue is also promising. The possibilities of physical education concerning the influence on the "physical" part have been thoroughly studied, while its influence on the "mental" part is much less known.

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PHYSICAL EDUCATION AND SPORTS

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