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HEALTHY LIFESTYLE AS A FACTOR IN THE DEVELOPMENT OF PHYSICAL EDUCATION OF AMERICAN YOUTH

Abstract. The article reveals the peculiarities of leading a healthy lifestyle as a factor in the development of physical education of American youth. *The purpose* of the article is to substantiate the trends of a healthy lifestyle as a factor in the development of physical education of American youth. It is noted that the organization of training of physical education teachers at an American university is characterized by a high degree of individualization and differentiation: students have the opportunity to independently draw up a curriculum, determine the academic load for the semester, choose courses on various types of physical activity at one of three levels of difficulty. The choice of forms and methods of organizing classes is determined by the implementation by universities of personal, active and reflective approaches to teaching teachers; emphasis is placed on the interaction of theoretical and practical aspects of educational subjects, the development of practical skills of students in the process of all forms of classes and a number of field and pedagogical practices.

It is noted that, according to American experts, students are not sufficiently involved in physical activity, despite the large number of motivating factors that contribute to the polarization of a healthy lifestyle and its implementation. The authors testify that knowledge about the benefits of physical activity alone is not enough to really start increasing it, and point to the need to form long-term habits to improve health, including an ecological model of active behavior.

The current trends in the development of physical education in higher education institutions of the USA are: reduction of the number of educational institutions with mandatory physical education to 60%, low state funding, predominance of optional courses in the form of sports sections. However, students are not sufficiently involved in physical activity, despite the large number of motivating factors that contribute to the polarization of a healthy lifestyle and its implementation.



Keywords: education seekers, healthy lifestyle, physical education, public and private school system.

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ЗДОРОВИЙ СПОСІБ ЖИТТЯ ЯК ФАКТОР РОЗВИТКУ ФІЗИЧНОГО ВИХОВАННЯ АМЕРИКАНСЬКОЇ МОЛОДІ

Анотація. У статті розкрито особливості ведення здорового способу життя як фактору розвитку фізичного виховання американської молоді. *Метою статті* є обґрунтування тенденцій здорового способу життя як фактору розвитку фізичного виховання американської молоді. Зазначено, що організація навчання викладачів фізичного виховання в американському університеті характеризується високим ступенем індивідуалізації й диференціації: студенти мають можливість самостійно скласти навчальний план, визначати навчальне навантаження на семестр, обирати курси з різних видів фізичної активності на одному з трьох рівнів складності. Вибір форм і методів організації занять обумовлюється реалізацією університетами особистісного, діяльнісного і рефлексивного підходів до навчання педагогів; акцент робиться на взаємодії теоретичних і практичних аспектів навчальних предметів, розвиток практичних умінь студентів у процесі всіх форм занять і низки польових і педагогічних практик.

Зазначено, що за даними американських фахівців студентство недостатньо залучене до рухової активності не зважаючи на велику кількість спонукальних факторів, які сприяють поляризації здорового способу життя та його реалізації. Автори свідчать, що одних знань про переваги рухової активності не вистачить для того, щоб її реально розпочати підвищувати, і вказують на необхідність формування довготривалих звичок для зміцнення здоров'я, включаючи екологічну модель активної поведінки.

Сучасними тенденціями розвитку фізичного виховання у закладах вищої освіти США є: скорочення кількості освітніх закладів із обов'язковим фізичним вихованням до 60%, низьке державне фінансування, переважання факультативних курсів у формі секцій з видів спорту. Однак, студентство недостатньо залучене до рухової активності не зважаючи на велику кількість спонукальних факторів, які сприяють поляризації здорового способу життя та його реалізації.

Ключові слова: здобувачі освіти, здоровий спосіб життя, фізичне виховання, система державних і приватних шкіл.



Formulation of the problem. In the American system, physical education of students is not a mandatory academic discipline and there is no single typical unified program. Each state, district, individual institution of higher education (hereinafter HE) or teacher has the right to develop a physical education program, its own recommendations depending on the interests of students, conditions, traditions of HE and the characteristics of the teaching staff and material and technical base. Physical education of students in the USA is carried out in each higher education institution by means of sports training in selected sports, mandatory physical education classes are only in the 1st year. All universities provide a course of health-improving physical training (Health Related Fitness Training). The following basic forms of organization of physical education classes are most often practiced: classes in optional groups for the chosen type of physical activity with mandatory attendance, fulfillment of certain requirements and the compilation of credits to obtain credit points that go towards the diploma; participation in any mass competitions of your own choice; practicing one of the types of sports or motor activity in a group or independently to improve health, spend leisure time, etc.

Analysis of recent research and publications. In the American scientific literature, the problem of teaching physical education in educational institutions of various profiles has been deeply studied, but the works mentioned above do not fully reflect the experience of its organization in the relevant educational institutions, which indicates the need for further study of the problem. The most common form of physical improvement of students is optional classes of general physical training, sports training and recreation organized on an elective basis [1 – 5].

The purpose of the article is to substantiate the trends of a healthy lifestyle as a factor in the development of physical education of American youth.

Presenting main material. The research used the following research methods: analysis of scientific and methodological literature, documentary materials on the development of physical education in the field of higher education in the USA, comparison, generalization, systematization of actual material and theoretical analysis to identify the experience of physical education in the USA.

Currently, in health centers, specialists conduct classes in therapeutic and health-improving groups, in which practically healthy students who have no desire or do not want to do sports are engaged. In health centers, students can undergo diagnostics of the functional capabilities of various systems or a comprehensive medical examination. Based on the received data, an individual program of physical education and health classes is developed for each student, taking into account the volume and intensity of the load, energy consumption, nutrition, etc. A large number of Americans made their country famous in the field of sports. Among the most famous are the boxer Mohammed Ali, the track and field athlete Bob Beamon, whose long jump record stood for about 20 years. The promotion of a healthy lifestyle by the US government has led to the fact that an increasing number of Americans want to give up bad habits and pay attention to sports [2, c. 50].



The American Olympic team is traditionally one of the strongest at the Games. Millions of Americans regularly watch television broadcasts of the Olympic Games, and many thousands come to the stadiums to cheer on their compatriots, especially if the next Games are held in America (since 1904, the USA has hosted the Summer and Winter Olympic Games 8 times) [3, p. 175]. Baseball, American football, basketball, soccer are the most popular sports in the United States of America [1, p. 150].

Sports occupy an extremely important place in the lives of Americans. For this country, sport is always relevant and necessary. The National Association of Student Sports (NCAA) takes care of the affairs of student mass sports, and at the regional level there are relevant councils and conferences that control the work of local members of the associations.

In the United States of America, up to 30 associations, unions and associations manage sports. Religious organizations, children's and youth clubs play an important role in the physical education of the population. Up to 15 thousand sports and health centers have been created in the USA, 80% of the population engage in various types of physical exercises. Propaganda and self-education play a huge role in the development of sports. About 300 sports magazines are published, from 8% to 14: the volume of newspaper material is devoted to physical culture and sports, there is a special sports channel that operates around the clock [1, 4].

The peculiarity of physical education in the USA is the presence of general national standards in this field, as well as recommendations of leading organizations in physical culture and sports, which relate to the development of school programs in physical education [1, 5].

Each school district, school, and physical education teacher creates their own physical education curriculum, taking into account the provisions and recommendations of government programs, adapting to scientific concepts and school or classroom conditions. The content of this program is formed by the teacher of physical education, listening to the advice of the director, taking into account the commitment of schoolchildren to certain types of sports games, physical exercises, sports entertainment, etc. However, all physical education programs have a pronounced focus on the formation of children's abilities and skills of a healthy lifestyle, on comprehensive mental, mental and physical development of the younger generation. Physical education is a mandatory, indispensable component of general education.

The physical culture lesson begins with a warm-up, which is long and full of physical exercises. According to American teachers, this approach to the lesson helps to solve three problems: to warm up the muscles before the game; allows children to release the energy accumulated during previous lessons; to organize the class into a single team, which works especially well in classes with poor discipline. After warm-up, schoolchildren do fitness. Students are divided into groups, and each group does a certain exercise for a few minutes. For example, jumps over a rope,



throws a ball, does push-ups. Then they change. This is done so that the child can understand what he likes more. The last part of the lesson is devoted to a sports game. Most often, this game is basketball or volleyball [1, 3].

In the USA, the government creates maximum conditions for children, which ensure that everyone has the opportunity to actively engage in physical education and sports. Accordingly, their parents firmly believe that the earlier a child starts playing sports, the earlier he learns to compete, the more chances he will have to become a professional athlete or an Olympic champion. Already from childhood, a clear direction in education is revealed: playing sports is necessary, first of all, in order to learn to compete, because life in America is a competition and one must be able to fight for a place in life. These truths are hardwired into American children from an early age [2, 4].

In general, sports in the USA is a school of "team spirit", which begins to be cultivated from an early age under the guidance of a teacher or coach. Besides, sport is a business. In the USA, not only prestigious universities, but also ordinary schools compete in various sports. Children go not only to the sports competitions of their friends, but also to outstanding athletes - students who, in addition to sports fame, have a "sports" scholarship, which means significant funds [1, 5].

When considering the organization of physical culture and sports in US schools, it should be noted that in this country the duration and age of the beginning of compulsory education vary depending on the state. As a rule, they start studying at the age of 5–8 and finish at the age of 18–19. In the United States, there is a system of public and private schools, regardless of whether the discipline "Physical Education" occupies a prominent place in schools, and physical training of students is given no less attention than mental. If, in addition, there are no medical conditions, then the child will certainly be engaged in one of the sports sections, the choice of which is very large in schools (on average, up to 20 sports are cultivated).

Sports is one of the national ideas of the USA, and schools are a springboard to the national team and a successful sports career [2, 5].

A high score in physical education often helps to get into college on a par with other applicants. Colleges are ready to compete with each other for a strong athlete. And from there he can make a successful professional sports career [1, 3].

A large part of physical education lessons is tied to competitions and teamwork. Each school has its own full-fledged playgrounds: basketball, baseball, for American or European football. There are also swimming pools.

After warm-up, schoolchildren do fitness. Students are divided into groups, and each group does a certain exercise for a few minutes. For example, jumps over a rope, throws a ball, does push-ups. Then they change. This is done so that the child can understand what he likes more. The last part of the lesson is devoted to the game. Most often it is basketball or volleyball. In some large schools, physical education classes in senior classes completely replace various sections.



According to a survey of physical education teachers at American higher education institutions, 76% of them believe that physical education for students should be mandatory, and 24% - optional, but unfortunately, university leaders prefer optional classes, and year after year the number of institutions with mandatory compulsory physical education is decreasing, which is due to the high cost of financing. Only about 60% of higher educational institutions have mandatory programs, and in more than 35% of them, an optional form of physical education is organized - based on sectional classes in sports (basketball, American football, baseball, tennis, wrestling, etc.) in the amount of: 4- 6 hours per week; as well as theoretical courses aimed at preserving health. The direct function of organizing physical education is entrusted to the relevant departments, as well as sports clubs of colleges and universities [2, 3, 5].

In higher education in the USA, two types of physical education programs are offered [1, 4]:

- ✚ sports-oriented based on the use of sports games, tennis, aerobic gymnastics and wrestling;

- ✚ mainly theoretical, for the formation of stable motives for leading a healthy lifestyle, and complex, combining both components.

Sports-oriented programs of physical education in the higher education institutions began to function as early as 1860 and became widespread in the next 12 years. By the end of the 20th century, these programs covered every university student, and by the mid-1970s, the schedule of most colleges and universities already included programs mainly aimed at preserving health. Then their percentage reached 52%, while sports-oriented made up 33% [1, 3].

According to American experts, students are not sufficiently involved in physical activity, despite the large number of motivating factors that contribute to the polarization of a healthy lifestyle and its implementation. The authors testify that knowledge about the benefits of physical activity alone is not enough to really start increasing it, and point to the need to form long-term habits to improve health, including an ecological model of active behavior [1, 5].

The organization of training of physical education teachers at an American university is characterized by a high degree of individualization and differentiation: students have the opportunity to independently draw up a curriculum, determine the academic load for the semester, choose courses on various types of physical activity at one of three levels of difficulty. The choice of forms and methods of organizing classes is determined by the implementation by universities of personal, active and reflective approaches to teaching teachers; emphasis is placed on the interaction of theoretical and practical aspects of educational subjects, the development of practical skills of students in the process of all forms of classes and a number of field and pedagogical practices.



Conclusion. Summarizing the above, it can be stated that the physical education of students in the USA does not fully solve the tasks of preparing them for viability and professional activity, because the choice of means and methods of physical education most often depends only on the physical and sports interests of students. Physical education in the USA is evaluated as an organized process of influencing students through physical exercises, natural and hygienic factors in order to prepare the younger generation for a harmonious and prosperous life. Physical education in the United States is a purposeful, clearly organized system of physical and sports activities for students.

The majority of physical education lessons in the USA are related to sports competitions and team-based physical education and health work. Each school has swimming pools and sports fields: basketball, baseball, American or European football.

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