



UDC 351:796.03

[https://doi.org/10.52058/2786-6165-2023-10\(16\)-306-313](https://doi.org/10.52058/2786-6165-2023-10(16)-306-313)

Leleka Vitalii Mykolayovych Candidate of Pedagogical Sciences, associate professor of the Department of Physical Culture and Sports, V.O. Sukhomlynskyi National University of Mykolai, <https://orcid.org/0000-0001-5680-7784>

ORGANIZATION OF PHYSICAL EDUCATION IN THE SPHERE OF HIGHER EDUCATION OF THE USA

Abstract. The article reveals the peculiarities of experience in the organization of physical education in the field of higher education in the USA. The purpose of the article is to study the experience of studying the experience of organizing physical education in the field of higher education in the USA. It is noted that as a result of the analysis of changes in the formation of healthy lifestyle skills and attitudes towards one's own health among graduates of American colleges, scientists have proven better prolonged results of health programs compared to sports-oriented ones. As a result, college students who were engaged in health programs were more active due to awareness of the benefits of the health-improving effect of physical exercises.

Some authors testify that the degree of involvement in motor activity, in addition to the size of the groups, can be significantly influenced by the relationships between its members. Thus, large groups and the lack of connections within them, compared to smaller ones, have a greater tendency to display inadequate forms of behavior related to health preservation. Accordingly, smaller groups may be more convenient in the context of influencing young people's lifestyles and attitudes towards their own health.

In order to improve the effectiveness of the management of the physical education system in institutions of higher education, it is necessary to increase the amount of physical activity of students in school conditions with the involvement of the entire teaching staff and parents. For this purpose, we offer to use the "Health Starts" complex of children's sports competitions, to ensure a high-quality health hour, and to use sports entertainment outside of school hours. It is possible to significantly improve the effectiveness of the management of the physical education system in higher education institutions by ensuring a comprehensive approach to solving the main tasks of physical education of youth, the appropriate



amount of motor activity of students and quality conditions for the functioning of the physical education system.

Keywords: physical education, education seekers, effectiveness of management of the physical education system, institutions of higher education, program standards.

Лелека Віталій Миколайович кандидат педагогічних наук, доцент кафедри фізичної культури та спорту, Миколаївський національний університет імені В.О. Сухомлинського, <https://orcid.org/0000-0001-5680-7784>

ОРГАНІЗАЦІЯ ФІЗИЧНОГО ВИХОВАННЯ У СФЕРІ ВИЩОЇ ОСВІТИ США

Анотація. У статті розкрито особливості досвіду в організації фізичного виховання у сфері вищої освіти США. Метою статті є вивчення досвіду щодо вивчення досвіду щодо організації фізичного виховання у сфері вищої освіти США. Зазначено, що внаслідок аналізу змін у формуванні навичок здорового способу життя й ставлення до власного здоров'я серед випускників американських коледжів науковці засвідчили краще пролонговані результати оздоровчих програм у порівнянні зі спортивно орієнтованими. Як підсумок студенти коледжів, які займалися за оздоровчими програмами, виявились активнішими за рахунок усвідомлення переваг оздоровчого ефекту фізичних вправ.

Окремі автори свідчать, що на ступінь залучення до рухової активності, окрім розмірів груп, можуть суттєво впливати взаємовідносини між її членами. Так, великі групи й відсутність зв'язків усередині них, порівняно з меншими, мають більшу тенденцію до прояву неадекватних форм поведінки, пов'язаної зі збереженням здоров'я. Відповідно менші групи можуть бути більш зручними в контексті впливу на спосіб життя молодих людей і ставлення до власного здоров'я.

Для покращення ефективності управління системою фізичного виховання в закладах вищої освіти необхідно збільшити обсяг рухової активності здобувачів освіти в умовах школи із залученням всього педагогічного колективу і батьків. Для цього ми пропонуємо використовувати комплекс дитячих спортивних змагань «Старти здоров'я», забезпечити якісне проведення години здоров'я та використовували спортивні розваги у позаурочний час. Суттєво покращити ефективність управління системою фізичного виховання в



ЗВО можна забезпечивши комплексний підхід до вирішення основних завдань фізичного виховання молоді, належний обсяг рухової активності здобувачів освіти та якісні умови функціонування системи фізичного виховання.

Ключові слова: фізичне виховання, здобувачі освіти, ефективність управління системою фізичного виховання, заклади вищої освіти, програмні нормативи.

Formulation of the problem. Against the background of the reform of the higher education system of Ukraine, a rather threatening trend has emerged regarding the removal of physical education from the list of compulsory subjects, which places increased demands on its organization. This fact requires improvement of the system of physical education in higher educational institutions to increase its attractiveness and competitiveness. The experience of physical education in the United States of America (USA) is quite significant in this regard, where several models of its organization in institutions of higher education (HEIs), which are described in scientific works, are quite effective [1 – 4].

Analysis of recent research and publications. Based on the above, according to our assumptions, the involvement of the American experience in the organization of physical education in the field of higher education can help with the solution of the relevant problem in the higher education institutions of Ukraine.

Taking into account the fact that a significant number of young people in the USA are college and university students, experts more than 30 years ago identified these institutions as a leading platform for purposeful promotion of a healthy lifestyle and health promotion through the introduction of various programs on physical education and motor activity. Physical education is taught here starting from kindergartens and schools, but the results of research on its impact on the health of students are not sufficiently presented in the literature [1, 2].

The purpose of the article is to study the experience of organizing physical education in the field of higher education in the USA.

Presenting main material. The goals of physical education of students in the USA are supposed to ensure that the graduate possesses the necessary motor skills and abilities, confidently and correctly performs exercises using various forms of motor activity, understands the benefits of health and good personal well-being. Students engaged in hiking, volleyball, and tourism were involved in the observations made during this study. 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 [2, 4].

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 [1, 3].

In American colleges and universities, physical education curricula provide three levels of subprograms, which empirically take into account the levels of student training [1, 2]:

- low (beginners) – 70%,
- average - 20%,
- high - 10%.

At the same time, the control norms are present only for students of medium and high level, which allows to differentiate approaches to the organization of physical education, to make it more achievable from the point of view of physical readiness to perform tasks that are set in classes.

In higher education in the USA, there are three types of physical education programs offered: 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].

Some authors testify that the degree of involvement in motor activity, in addition to the size of the groups, can be significantly influenced by the relationships between its members. Thus, large groups and the lack of connections within them, compared to smaller ones, have a greater tendency to display inadequate forms of behavior related to health preservation. Accordingly, smaller groups may be more convenient in the context of



influencing young people's lifestyles and attitudes towards their own health [4, с. 41].

As a result of the examination of more than 600 students by scientists, it was found that achieving the optimal level of health and physical condition occurs due to physical exercises that improve appearance and mental health. Taking into account the above-mentioned results, it should be noted that conceptual information about the benefits of physical activity and health in combination with practical physical activity can contribute more effectively to health promotion and improvement of the physical condition of young people than sports-oriented programs in their pure form. In addition, students learn more effectively when searching for information about health and fitness [3, 4].

A survey of more than 79,000 college students found that physical activity and fitness ranked third among the health and safety information they want, and there is also a need for college health and fitness related information and services. In order to realize the need for a healthy lifestyle of college students, the project "Halsey Campus - 2010" was developed, the authors of which outlined 87 aggregate targets. As a result, only 43% of them were achieved, 10% were unchanged, and 43% worsened. Overall project results indicated that 23% of male and female college students engage in vigorous physical activity, while 22.6% of males and 41.3% of females do not engage in vigorous physical activity. These findings and observations are consistent with researchers who argue that conservation health programs and courses should have adequate information support on college (university campuses) [2, 3].

F. Treiber with co-authors presented data that college students in small groups more often participate in physical culture and health activities under the condition of peer support, which indicates a significant degree of concordance of this type of groups [1, 4].

D. Siedentop studied the results of the implementation of wellness and sports-oriented programs separately, but there is no data on their combination in the literature. As a result of the analysis of changes in the formation of healthy lifestyle skills and attitudes to one's own health among graduates of American colleges, scientists have proven better prolonged results of health programs compared to sports-oriented ones. As a result, college students who were engaged in wellness programs turned out to be more active due to awareness of the benefits of the wellness effect of physical exercises [2, 3].

To optimize the management of the physical education system in higher education institutions, we recommend following the management model developed by us (Fig. 1).

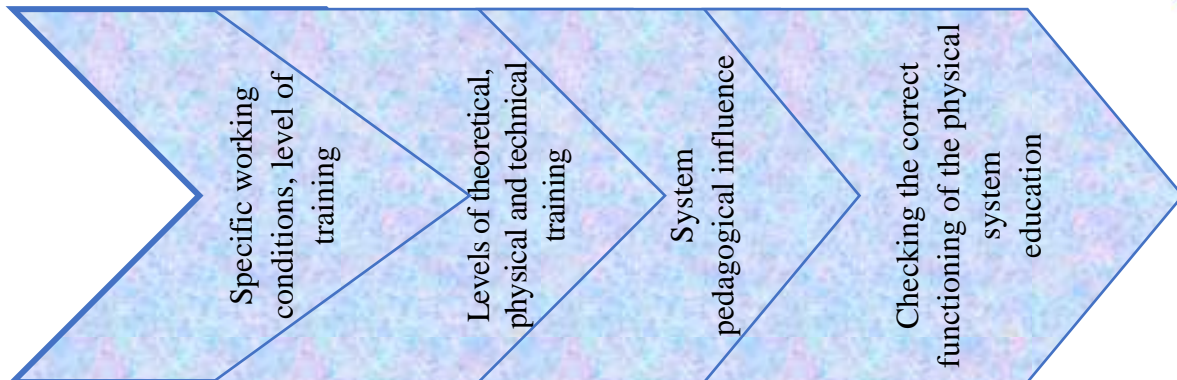


Fig. 1. Model of optimizing management of the physical education system in higher education institutions of the USA

According to the proposed model, it is necessary to take into account the following features of the educational process in higher education institutions [2, 4]:

1. Taking into account the specific working conditions, the level of preparation of students and the individual characteristics of teachers, it is necessary to correct the goal of the ideal. After that, transform it into a tactical and operational goal.

2. Then project the desired state of levels of theoretical, physical and technical training in the form of certain results. In order to achieve the desired state, it is necessary to define specific tasks regarding theoretical information, education of physical qualities, mastering the physical exercises provided by the program, taking into account health and educational tasks.

3. To solve the tasks, the teacher determines the system of pedagogical influence on the students of education, namely means, methods and working conditions.

4. At the same time, it is necessary to take into account unfavorable factors that will interfere with the proper organization of the physical education process. This is a negative attitude of parents or teachers, friends to physical education, violation of the daily routine, bad habits.

5. To check the correct functioning of the physical education system in the educational institution, it is necessary to use a system of phased control with the help of tests to assess knowledge, abilities, skills, as well as the level of somatic health and physical fitness. At the end, a comprehensive analysis should be conducted and practical recommendations should be developed.

In order to improve the effectiveness of the management of the physical education system in institutions of higher education, it is necessary to increase the amount of physical activity of students in school conditions with the



involvement of the entire teaching staff and parents. For this purpose, we offer to use the "Health Starts" complex of children's sports competitions, to ensure a high-quality health hour, and to use sports entertainment outside of school hours. It is possible to significantly improve the effectiveness of the management of the physical education system in higher education institutions by providing a comprehensive approach to solving the main tasks of physical education of young people, the appropriate amount of physical activity of students and quality conditions for the functioning of the physical education system [1, 3].

Thus, in the USA, all physical education programs have a pronounced focus on the formation of children's abilities and skills of a healthy lifestyle, on the comprehensive mental, mental and physical development of the young generation. One of the tasks of modern trends in the development of physical education and sports is the teaching of education seekers, the so-called "lifestyle", to keep themselves in good shape in their later life. Therefore, physical education is a mandatory, irreplaceable component of general education.

Conclusion. The analysis of scientific and methodological literature shows that the problem of studying the experience of organizing physical education in higher educational institutions of the USA remains relevant, although certain aspects of it are highlighted in the works of domestic and foreign scientists. 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.

The peculiarity of the organization of physical education in higher educational institutions of the United States is the absence of physical education standards, the absence of mandatory physical education, the predominant parallel application of educational programs of various contents: sports-oriented, those aimed at forming motives and interests in leading a healthy lifestyle through the assimilation of the system of relevant knowledge and programs of mixed type. Moreover, the educational institutions themselves, without strict regulation of the governing institutions, choose which type to use, taking into account the wishes of the students.

A comparison of the consequences of the implementation of sports-oriented and wellness programs shows that sports-oriented in combination with those aimed at the formation of clear motivational attitudes of leading a healthy lifestyle more effectively contribute to strengthening the health and physical condition of students in the United States than programs in their "pure" form.



References:

1. Bondarenko A.V. (2020). Osoblyvosti fizychnoho vykhovannia uchnivskoi molodi v SShA [Peculiarities of physical education of student youth in the USA]. Nauka ta osvita v doslidzhenniakh molodykh uchenykh : materialy Vseukr. nauk.-prakt. konf. dlia studentiv, aspirantiv, doktorantiv, molod. uchenykh, Kharkiv, 14 trav. 2020 r. Kh. : KhNPU, 40-42. URL: <http://dspace.hnpu.edu.ua/handle/123456789/3606> [in Ukraine].
2. American College Health Association. (2010). American College Health Association: National college health assessment spring 2008 reference group data report. Journal of American College Health, 57(5), 477-488. [in English].
3. Davis B., Bull R., Roskoe D. (2002). Physical Education and Study of Sport [Physical Education and Study of Sport]. Harcourt Health Sciences. 698 [in English].
4. Frank K. A. (2002). Ways in which intercollegiate athletics contribute to university success [Ways in which intercollegiate athletics contribute to university success]. North Carolina State University, 47-55 [in English].

Література:

1. American College Health Association.. American College Health Association: National college health assessment spring 2008 reference group data report. Journal of American College Health, 2010. 57(5), 477-488.
2. Davis B., Bull R., Roskoe D., Physical Education and Study of Sport. Harcourt Health Sciences. 2002. 698 p.
3. Frank K. A. Ways in which intercollegiate athletics contribute to university success. North Carolina State University, 2002. P. 47-55.
4. Бондаренко А.В. Особливості фізичного виховання учнівської молоді в США. Наука та освіта в дослідженнях молодих учених : матеріали Всеукр. наук.-практ. конф. для студентів, аспірантів, докторантів, молод. учених, Харків, 14 трав. 2020 р. Х. : ХНПУ, 2020. С. 40-42. Режим доступу : <http://dspace.hnpu.edu.ua/handle/123456789/3606>