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## **FORMING THE INTEREST OF PRESCHOOL CHILDREN 5-6 YEARS IN SPORTS – WAYS OF IMPROVEMENT**

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***Annotation.*** The publication reveals approaches to forming children's 5-6 years interest in sports. The identified

*pedagogical factors contribute to the formation of interest and motivate children to play sports.*

**Key words.** *Motivation, interest, physical culture, sports, preschool children.*

**Relevance of the research topic (statement of the problem).** Sports problems of children of primary school age are directly related to health problems of the younger generation. One of the factors that negatively affect children's health is insufficient physical activity. This leads to the weakness of all organs and systems of a young and growing body, especially the musculoskeletal system, as well as to incorrect posture [1].

In any developed society, physical education of preschool children is considered the most important component of the educational space. Sports and physical culture work in the preschool education system is aimed at improving children's sports skills, forming a healthy lifestyle, harmonious physical development, and raising the national sports reserve. This work is carried out not only by increasing the number of children's and youth sports schools and expanding the types of sports activities in sports clubs, but also by conducting various forms of classes and creating physical culture and health groups and sports circles in preschool education institutions [1].

One of the most important tasks of physical education of preschool children is the formation of stable habits for systematic motor activity and their implementation in the chosen sport in the next period of study. The "first step" of initial training in a section (group, club) with a sports orientation largely determines whether the child will be able to successfully adapt to further systematic physical activity. However, as practice shows, the most common reasons for stopping classes at the initial stage of sports are:

- Insufficient personal sports experience;
- Inability to quickly learn (learn) new movements;
- Lack of interest in motor activity

Increasing competition in sports has exacerbated the problem, forcing coaches to recruit children into sports

departments, starting from preschool age, outside the age limits established by regulations, and then "pushing" them into a very limited range of movements characteristic of this sport. At the same time, the task of strengthening children's health, gradually increasing their general physical fitness, multi-functionality and harmonious development in the field of sports recede into the background [3].

**Object of research-** Physical culture and sports of preschool children.

**Subject of research-** Ways of engaging preschoolers in sports.

**The purpose of the study-** To reveal the pedagogical factors and methods that form preschool children's interest in systematic physical exercises and sports

**Tasks of the research:**

1. Investigate the possibilities and ways of engaging children aged 4-6 years old in sports and physical exercises through the means of preschool education.

2. To find out pedagogical factors, methods and methodical techniques that form preschoolers' interest in systematic physical education and sports.

The following research methods were used in the work: analysis of thematic literature, surveys, mathematical and statistical methods of processing research results.

**Research stage**

| Stages and deadlines                                  | work tasks  |
|---|---|
| The first stage:<br>September 2023<br>- December 2023 | 1. Definition of the goal, tasks and research.  |
| The second stage:<br>January 2024<br>- June 2024      | 1. Study of methods of education of sports interests of preschool children.   |
|   | 2. To develop a system of educational influence aimed at increasing the sports interest of children aged 4-6 years. |
| The third stage:<br>July 2024<br>- August 2024        | 1. Analyze and summarize the results obtained in the research process.  |

Various options for engaging children and youth in physical exercises and sports have been reflected in modern scientific research:

- The concept of physical education through sports (as a competitive activity and comparison of indicators of physical development and preparedness);
- The concept of education through participation (getting used to) systematic exercises and sports;
- The concept of health formation through physical education and sports;
- The concept of changing the attitude of children to young people towards their own bodies and the development of the desire for independent physical self-improvement;
- "Scandinavian" concept of physical education based on "health education";
- The concept of physical education is aimed at the development of "physical education" (the goal is to teach how to act adequately in difficult situations on the basis of simple movement forms: running, jumping, throwing and traditions of non-sports competitions and mobile games);
- National philosophy and model of physical education (goals – physical development, training in sports technique, improvement of sports skills and formation of personal qualities).

Optimal physical activity has a very positive effect on the child's body. This is especially evident in psychological activity. This phenomenon is primarily associated with increasing the resistance of the brain to various stimuli and its efficiency, improving the interaction of two signal systems and the activity of the entire central nervous system.

It has been proven that children with a high level of development of motor skills are much more resistant to physical and mental stress.

Children's activities are inseparable from movement. You cannot play and learn without holding your body in a certain position and maintaining coordination while moving through space by crawling, walking and running. Feedback was also

observed. The movement contributes to the formation of children's creative activity, better language development, and the formation of conditional-reflex connections, which are the basis of any education.

Targeted physical education is one of the primary tasks that are solved in physical education classes for preschool children.

Motivation is a powerful mental driver of any activity. The level of motivation depends on the complexity and responsibility of the activity. This is very clearly manifested in sports, which require endurance and overcoming psychological obstacles, both subjective (overcoming fear of strong opponents) and objective (forcing yourself to lift the necessary weight, run, jump).

The basis of motivation is needs, and motivation often has an indirect effect on it. Feeling the need for active motor activity, we develop an interest in sports and physical education.

The American psychologist Cratty Bryant J. singled out the following points among the motives that motivate people to do sports [1,2]:

- the desire for stress and its overcoming (noted that the most powerful motivation for physical activity is the struggle to overcome obstacles, which is necessary to achieve success, to be influenced by stress, to change the environment);

- social status;
- improve;
- material rewards;
- to become a member of a sports group, team, team.

All children need motivation to help them achieve the desired results. Parents are role models and a source of motivation for their children. If children are motivated, their abilities will develop. These children are looking for an opportunity to acquire new knowledge and skills that will help them achieve the desired results.

In order for a child to continue to systematically engage in physical culture and sports at school age, it is necessary to

form certain prerequisites in preschool age. The most important of them are the level of physical development sufficient for the chosen sport, the ability to quickly and firmly master new sports material, personal attitude and interest in sports activities.

In order to find out the opinions of preschool education specialists regarding the sports orientation of physical education classes for older preschool children, a questionnaire was conducted for kindergarten workers.

38 experts answered the questionnaire anonymously. The average work experience of the respondents in the preschool education system is  $8.2 \pm 4.8$  years.

Based on the study of special literature and own pedagogical observations, a questionnaire was developed, which contains questions: about the motivation for sports and the involvement of children in sports.

95% of respondents answered the question whether it is possible to develop the habit of systematically exercising in children from the age of 5.

The vast majority of respondents (85%) consider one of the important tasks of physical education in kindergarten to stimulate motivation to play sports.

Only 50% of respondents during communication with parents offered to send their children to groups of primary training of a sports school, another 10% do it "occasionally", and 40% never advise parents to send their children to sports sections.

The results of the survey indicate that the majority of respondents often use various methods of affirming positive concepts of children's sports. More than 85% of respondents noted that among the methods that are often used are: information about the benefits of physical exercises in classes, holding sports holidays, which are dedicated to winter and summer sports. Conversations with children on sports topics, role-playing games simulating the training of young athletes are used less often (from 50% to 70% of respondents). Photos of famous athletes are sometimes used to introduce the rules of the most popular sports.

After conducting a questionnaire survey of preschool teachers in the city of Ternopil, we came to the conclusion that the majority of respondents consider motivating children to play sports as one of the important areas of work. However, not all respondents fully use the available tools to solve this task. Only half of the surveyed respondents recommended that parents send their children to the primary group or the sports department of a sports school.

Table 1 shows the results of the survey on two key questions regarding the involvement of preschool children in sports.

**Table 1.**

**The results of a survey of experts on the possibilities of using sports activities with preschool children**

| No | Question  | Yes | No   | Hard answer |
|----|---|-----|------|-------------|
| 1. | Do you think that one of the important tasks of physical education in a preschool educational institution is to motivate children to play sports at school age? | 86% | 3.0% | 11%         |
| 2. | Do you interact with sports schools (clubs, groups) to involve children in sports?  | 4%  | 23%  | 73%         |

The content of physical education classes in kindergarten is mainly aimed at teaching children general developmental exercises and traditional "basic movements". Exercises borrowed from various sports, attractive and easy for children to perceive, especially children's fitness, are rarely used.

Factors that encourage children aged 4-6 years to engage in physical activity

1. **Communication in teams.** In the sports section, the child will stay for a long time, and if he makes friends with his peers, he will find like-minded people. A positive atmosphere in the children's team is very important. Children

can succeed if they have peer support, a positive attitude, and not making fun of the weak. This corresponds to the judgment: "I go to training to have more friends and comrades. I enjoy it."

2. **The attitude towards the coach is important.**For children, a coach is the embodiment of dad in the gym. If the teacher demands respect from the child, the child will willingly obey him. However, a too strict coach who wants the result at any cost and is not familiar with the peculiarities of children's psychology can block a child's way to any gym for the rest of his life. This corresponds to the following judgment: "I like the coach, I want to be like him, he has such qualities as kindness, understanding, attention, politeness. The coach uses interesting game moments in training to show new elements well."

3. **Cognitive motivation.**In preschool age, children have a desire to acquire new knowledge and learn about themselves through the world around them. This corresponds to the following judgment: "I am interested in learning about the positive changes that exercise has on my physical development."

4. **Extracurricular recreational work.**Rest time occupies a prominent place in children's ideas about the "ideal" life in a sports team. Participation in events (for example, demonstration performances during holidays), participation in competitions, excursions - all this can cause positive emotions in children and thereby contribute to the retention of many children in the field of sports. This corresponds to the following judgment: "I like to go for walks with the coach and peers on the team, attend festivals and competitions in our sports club."

5. **Work hard to improve.**The preschool stage is sensitive to the development of self-improvement motives, which are characterized by a subjective desire to "become better than now", a desire for physical development and character formation. This corresponds to the following judgment: "I don't want to become frail and lazy, I want to be healthy." I actively do sports because I want to develop my body and strengthen my character."



6. **Acquisition of material goods.** *In ce* is manifested in the child's desire to receive candy, toys, pocket money, etc. from parents. It is used for stimulation to classes. He responds with the judgment: "I went to practice because my parents bought me all kinds of goodies that I wanted after practice."

7. **Get pleasure and new sensations.** Children are happy to learn new types of movements and get pleasure from new sensations while performing them. This is consistent with the judgment: "I enjoy exercise. It motivates me and lifts my spirits. I am not very interested in sports achievements."

8. **Get useful life skills.** Desire to prepare for daily activities through exercise. This corresponds to the judgment: "I do sports because it will come in handy in various life situations."

9. **Approval required.** Children need positive comments from adults, otherwise it will be difficult for children to adapt in the world around them. This corresponds to the judgment: "I am pleased when my achievements are praised by coaches, parents, relatives, friends, comrades."

10. **Increasing prestige, desire for fame.** The desire to show oneself, manifested through participation in sports competitions, is considered and experienced from the point of view of personal prestige, acquaintances and respect of the audience. This corresponds to the judgment: "I play sports because I want to be stronger than everyone else on the team and to be the leader and captain of the team."

Sustained interest is formed with the help of methods and methodical techniques, which can be systematized as follows:

1. The class should begin with a game mission performed on site to test readiness for the exercises.

2. Each class for preschool children should include exercises aimed at strengthening the muscles of the foot, forming the correct posture, and strengthening the muscles to ensure proper breathing.

3. In the process of teaching preschool children exercises, especially at the first stages of learning new motor

movements, it is recommended to create easier conditions for the child. Good results can be achieved using a set of "soft" gymnastic devices, consisting of foam slides and mats.

4. It is recommended not to repeat a game mastered by children more than 2 times using the same version. Every time it is necessary to complicate the conditions of game activities and implement multiple manifestations of sports abilities. When conducting mobile games, relays, it is important to observe injury prevention measures: keep a distance between children during running and jumping.

5. During the lesson, it is necessary to systematically and consistently form basic knowledge of physical culture and sports with the help of a short dialogue lasting 2-3 minutes before the lesson, as well as information and "summaries". During the exercises, children should learn knowledge about understanding and oral reproduction of exercise names (terms), which contributes to language development and has a good effect on children's learning of the subject.

6. For pedagogical control of the level of physical development of preschool children, it is necessary to apply movement tasks (tests) at the beginning and at the end of the annual program cycle. Objectively determine the individual dynamics of the development of physical fitness and the general level of physical fitness of each child, identify the individual trajectory of physical development and the methods used.

7. It is always necessary to look for new methods and methodical techniques for the development of the child's motor qualities that go "in step" with the physical characteristics of the age, and not against them. Different types of exercises that contribute to physical development help ensure enjoyment of sports and avoid the monotony and monotony of physical education classes.

8. Teachers need to create an environment in which children generally have a positive attitude to group forms of work. This game is one of the most effective methods of engaging preschoolers in joint learning activities. The content of classes, for example, discussion of work results, distribution of joint actions by functions (mutual

assessment), can arouse children's interest and ensure a purposeful attitude to the collective form of educational work.

9. Ensure the use of methodical techniques for stimulating interest in classes, such as: 1) analysis of the results of each class; 2) systematic holding (at least once every 3 months) of open training classes at the invitation of parents; 3) To hold winter and spring sports holidays; 4) Award children who are most actively involved in learning.

**Conclusion:**Constant interest in motor activity develops with the help of such pedagogical factors and methods of educational influence:

- creation of a positive emotional background in the group;
- focusing on positive examples of behavior related to concentration, diligence and clarity of purpose;
- focusing on the results of each lesson;
- positive evaluations, selection of children who achieved "their own small victories";
- confirmation of positive changes in the child's physical development associated with systematic classes;
- techniques are aimed at creating a good psychological atmosphere in the group of children, i.e. - mutual respect, trust, encouragement of intelligence;
- an atmosphere of risk, tolerance for mistakes and failures, associated with the activation of children's leisure time, thematic discussions, excursions.

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## **PECULIARITIES OF TEACHING FUTURE SPECIALISTS IN PHYSICAL CULTURE AND SPORTS THE BASICS OF SELF-DEFENSE**

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**Abstract.** *The article is devoted to the peculiarities of teaching future specialists in physical culture and sports the basics of self-defense. The paper presents the results of research on a differentiated approach to the selection of training content for students of different sports specializations in teaching them the basics of self-defense. It is established that in the self-defense curriculum the content of the technical arsenal should not be general and voluminous, but short and specific, from 10 to 12 actions.*

**Keywords:** *basics of self-defense, future sports specialists, teaching methods, differentiated approach.*

**Анотація.** *Статтю присвячено особливостям навчання майбутніх фахівців з фізичної культури і спорту основам самозахисту. В роботі представлені результати досліджень*