

PhD Tatiana Krutsevich,

National University of Physical Education and Sport of Ukraine

PhD, prof Natalia Pangelova

SHEI Pereyaslav-Khmel'nitsky State Pedagogical University after Hryhoriy Skovoroda, Ukraine

CONTENT AND ORGANIZATION OF PHYSICAL EDUCATION IN THE CONTEXT OF FORMATION OF INTEGRATED HARMONIOUSLY DEVELOPED PERSONALITY OF PRESCHOOL CHILD

Key words

physical education, preschool

Introduction

The formation of a socially active person with the physical development is important for preparation for life in modern society. This thesis gets a particular significance in the training and education of preschool children, that was noted by significant number of legislative documents [2; 3; 7].

Nowadays, Ukraine is going through a difficult period of history. The greatest danger that threatens our society lies not only in economic crisis and in political chaos, but primarily – in the destruction of the individual. Today, wealth dominate the spiritual, that's why children are often distorted view of the goodness, sensitivity, humanity, justice, honesty, patriotism. Children used to be emotional, volitional and spiritual immaturity.

However, the data of numerous studies [6; 8;9] show, that today almost 80% of children have one or more diseases, at 56% of preschool children is satisfactory state of physical fitness, incorrect posture have 40% of preschool children.

Hypothesis

In these circumstances, the physical education may be a special activity, which will contribute to raising the physical and moral qualities, optimize the flow of mental processes, associated with the formation of a harmoniously developed personality of the child.

Objective

determination of the prospects and mechanisms for integrated development of the child in physical education.

Research methods

theoretical analysis and compilation of references on the problems of preschool education.

Results and Discussion

For a long time, despite the fact, that P.F. Lesgaft [5] has considered physical education to be unique developing environment, where the multifaceted impact on the identity of the person is possible, in our country it is mainly connected with the process of learning of motive actions and education (management of development) of physical abilities. This is a one-sided approach to the education of man that is not enough for the formation of his personality traits, in a better way it deals with «promotion» of their development. However, in 40's of XX century one of the leading theoreticians of the country A.D.Novikov (1949), criticizing this position, noted, that physical education, except the development of body-motive sphere of a man should seamlessly and directly (rather than indirectly) participate in the formation of her character, intellectual and moral qualities. Arguing that he wrote: «...unconditional is the thesis expressed by an outstanding Russian scientist P.F. Lesgaft, about the process of performance of physical exercise where physical and mental spheres of human, as part of a whole both are involved » [10].

In the 60-70th years of the twentieth century many scientists accented stressed, that physical education, affecting the biological sphere of the human body, must simultaneously (at the expense of increasing of its quality and diversity) influence on the formation of his personality: promote the intellectual, aesthetic, moral and other forms of education; developing of a scientific outlook; educating high inner and outward culture.

However, lack of problem elaboration of essence of the harmonization of physical and spiritual world of man in the process of physical education again led to functioning of the tactics on the principle of overwhelming formation of motive skills, developing of physical qualities. However, such technological learning that ignores the spiritual and moral nature of man, even in the presence of relevant knowledge, today it is unable to provide comprehensive human self-realization, which is the main indicator of cultural identity.

Particularly relevant is the issue in the context of physical education of children of preschool age.

In light of the special interest cause the results of recent studies, which are dedicated to improving the process of physical education of children of preschool age.

In the scientific and methodological literature, there are research data, relating to the integration of different activities of the child to a harmonious development of his personality [1; 8; 9]. Experts note that in spite of the difference between cultures, originality of the ways of teaching science and practice, pre-school education around the world share common problems. It is about determining the content, forms, tools and techniques that would meet the most harmonious psychophysical and social development of children. Most of the foreign programs that combine, they emphasized that it was the integrated nature of training and education, that is, refusal to carry out studies on specific subjects. These approaches - not a single phenomenon, and one of the trends of modern foreign pedagogy.

Yes, L.D.Glazyrina and V.A.Ovsyankin [1] offer approaches that are able to improve the physical fitness of children and simultaneously raise the level of creativity based on fascination, syncretic, creative direction.

Russian experts in the industry pre-school pedagogy was developed educational system of education and early childhood development from 3 to 7 years, termed the "Dewdrop". This system is a set of modular programs for sports and recreation, artistic, aesthetic, intellectual, social and environmental development of the child.

Another interesting area of research on the possibilities of optimization of physical education of the younger generation using elements of sports is developed under the leadership training Spartan education program by V.I.Stolyarov, dealing with education and recreation for children and adolescents. Coordinators of preschool programs "Spart" are O.V.Kozyreva and V.I.Usakov [4].

The main objective of the program "Spart" - development and implementation in practice of social influence on teaching preschoolers innovative forms and methods of education, education and recreation, which are based on humanistic-oriented forms of gaming competition in various forms of creative activity, together with the wide application of spiritual ethics.

The problem of integration of physical and mental training is devoted to investigation of older preschoolers by Pyvovar A.A. (2005). The author reasonably content of the dual models of physical and cognitive abilities of older preschoolers in physical education developed the pedagogical conditions for their implementation.

Author's program of integrated development of motor and mental abilities of children of 5-6 years in the process of physical education by means of children's tourism has been developed by Polischuk V.V. (2008).

The author has defined the rating of motor qualities that are most closely connected with the mental capacity of a dispersion relation, and their contribution to the overall structure of physical training in the classroom with the elements of tourism. On this basis, the researcher managed to develop pedagogical conditions of realization of the integrated development of physical and mental abilities of children ages 5 and 6 years by means of pre-tourism, which include the classification of the forms of work, periods in the educational process and its contents [9].

Findings

Generalizing contained, we may admit, that scientists have come to the conclusion regarding the unity of mental and physical development of children. Complete formation of a personality is possible in the condition of harmonious physical, intellectual, spiritual, moral, social development. However, in the scientific methodological literature, there is insufficient certainty according to mechanisms of implementation of the simultaneous solution of task of mental and moral education, which encourages theorists and practitioners to develop the solution in the main motor area of man in physical education.

Consequently, the integration of motor, mental and social activities of preschool children in the process of physical education, which will improve not only the biological sphere of the child, but also to form her personality, and to disseminate his social experience, has not paid yet the sufficient attention. We consider that this is due to the lack of development of theoretical and methodological approaches according

the formation of a harmoniously developed personality of the child in physical education.

Literature

1. Глазырина Л. Д., (1999), Физическая культура – дошкольникам / Л. Д. Глазырина. – М.: Владос, с.262
2. Закон України «Про фізичну культуру і спорт» // <http://www.rada.gov.ua>
3. Закон України “Про дошкільну освіту”. Указ Президента України від 11 липня 2001р. №2628 – III.
4. Козырева О.В., (2007), Спартианская программа воспитания, образования и организация досуга детей дошкольного возраста / О. В. Козырева, В. И. Усаков // Физическая культура: воспитание, образование, тренировка. №1. с.58 – 61.
5. Лесгафт П. Ф., (1951), Руководство по физическому образованию детей школьного возраста // Собр. сочинений / П. Ф., Лесгафт. – М., Т.1. с. 295
6. Нагорна А. В., (2007), Стан здоров'я населення України / А. В., Нагорна // Краєзнавство. Географія. Туризм. №2, с.343
7. Національна доктрина розвитку фізичної культури і спорту. Указ Президента України від 28 вересня 2004р. №1148/2004.
8. Пивовар А. А., (2005), Поєднаний розвиток фізичних і пізнавальних здібностей дітей 5 і 6 років у процесі фізичного виховання: дисерт... канд. наук з фізичного виховання і спорту / А. А., Пивовар. – Переяслав-Хмельницький,. с.210
9. Поліщук В. В., (2008), Розвиток рухових і розумових здібностей дітей 5-го і 6-го років життя в процесі фізичного виховання засобами дошкільного туризму: автореф. дис. канд. фіз. вих. і спорту: спец. 24.00.02 «Фіз. культ., фіз. вих. різних груп населення» / В. В., Поліщук. – Львів,. с.21
10. Теория и методика физической культуры: учебник / [под ред. проф. Ю. Ф. Курамшина]. – 2-е изд., испр. – М.: Советский спорт, 2004, с.464