



ПЕДАГОГИКА И ПСИХОЛОГИЯ: ВОПРОСЫ ТЕОРИИ И ПРАКТИКИ

**МЕЖДУНАРОДНЫЙ НАУЧНЫЙ
ЭЛЕКТРОННЫЙ ЖУРНАЛ**

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**Педагогика и психология: вопросы
теории и практики**

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***Abstract.** The article is devoted to the role of educational content in the formation of conceptual competence of senior stage students in foreign language lessons. The aim of the study is to develop forming conceptual competence of senior stage students in foreign language lessons by using "situational technologies" and formulate solutions to improve them.*

***Keywords:** competence; situational technologies; learning resource; conceptual competence; linguodidactics; foreign language; linguistics.*

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Introduction

Education is seen as a social institution whose task is to provide society with individuals who can participate in socio-economic processes, perform various social functions, as well as create conditions for their successful self-realization and adaptation to society. It is aimed at developing a wide range of competencies among young people that contribute to the development of such personal qualities as professional and social mobility, competitiveness, independence in decision-making, and the ability for intercultural interaction. Therefore, the priority is the use of a foreign language as a means of communication and, in this regard, the search for new forms of work, and ways of learning are relevant.

In order to meet the requirements of state educational standards for the content and level of training of students of a general education school studying a foreign language, it is necessary to achieve a level of proficiency in the language being studied. The purpose of teaching a foreign language is not just to prepare students who can read and write, the knowledge and skills needed to plan and think at abstract levels. The reason is that senior school students have a situation where they need the ability to plan and think at abstract levels.

Main body

The development of conceptual competence in foreign language

Recently, in the methodology of teaching foreign languages, many researchers pay attention to concepts as representatives of culture and talk about the need to include concepts in the content of teaching foreign languages.

The concept is a complex phenomenon that is studied by representatives of different sciences. In linguistics, the concept is described as the main unit of processing, storage and transfer of knowledge;

In psycholinguistics as a complex multidimensional mental formation, acting as the minimum unit of human experience in its ideal representation, as a rule, verbalized with the help of a word; in cultural studies - as a nationally marked image of culture, which has a linguistic expression.

In addition, the concept is social and has specific functions; its associative field determines its pragmatics. From the point of view of linguodidactics, a concept can be defined as the content of a concept, which includes not only a dictionary definition (the core of the concept), but also associations, connotations (the periphery of the concept) associated with this concept, formed in the process of cognition of the world and known to native speakers.

It should be noted that for students of linguists who study two foreign languages, familiarity with concepts becomes especially relevant. Under the conditions of trilingualism, a comparative study of concepts is possible, which will allow not only to master the concepts of the second foreign language, but also to realize the ways of representing concepts in the native and first foreign languages.

In connection with the need to include concepts in the content of teaching a foreign language to linguistic students, the question arose about the competence associated with mastering the concepts of the native and studied foreign languages. The study of concepts can be correlated with the process of forming culturally marked competencies, for example, sociocultural or intercultural competence.

However, due to the complexity of the concept of "concept", its role in language and culture, some researchers consider this competence as a separate one and define it as

competence in the field of concepts, linguoculturological competence, conceptual competence.

Let's consider these terms in more detail.

L.P. Khalyapina uses the term “competence in the field of concepts” and identifies four competencies in the field of concepts: competence in the field of universal cultural concepts, competence in the field of ethnocultural concepts, competence in the field of sociocultural concepts and competence in the field of individual -cultural concepts. These types of competencies in the field of concepts involve:

1) knowledge about the presence of different types of cultural concepts in different cultures and about their unequal content;

2) the ability to identify these concepts and analyze the ways of their objectification;

3) the ability to identify the content of cultural concepts and establish commonality and difference in their content;

4) the ability to be tolerant of the interlocutor's cultural concepts if they diverge from cultural norms and value system of one's own social group.

Thus, competence in the field of concepts can be represented as a set of knowledge about concepts, skills and abilities associated with the identification and analysis of concepts, as well as the ability to tolerate the concepts of a foreign culture.

Other researchers describe the competence associated with mastering concepts as linguoculturological and define it as knowledge of a system of other cultural concepts and the ability to operate with their elements in the process of intercultural communication or as a set of systemically organized knowledge about culture embodied in national language, and readiness for a consciously active value interpretation of language knowledge in the dialogue of cultures as the basis for the formation of a stable system of value worldviews of the student.

These definitions emphasize the purpose of teaching concepts - the use of knowledge about them in intercultural communication in a dialogue of cultures. However

It should be noted that the authors do not give explanations about the composition of the competence in question. From these positions, the following point of view is interesting.

In his studies, E. V. Moshnyaga uses the term “conceptual competence” to designate competence in the field of concepts and describes its three components: ontological, axiological and epistemological. This is due to the need to study the concept from the point of view of its image, nature and existence in the conceptual space (ontologically), its value charge (axiologically) and the ways of its research and cognition (epistemologically). Conceptual competence is defined by the author as the ability and readiness of an individual to recognize and use linguocultural and linguocognitive concepts in communication, including

linguistic codes and extralinguistic cultural-specific practices of "one's own" and "foreign" communicative systems.

This definition describes the essence of conceptual competence, namely the ability and willingness to recognize and use concepts in communication, which, in turn, provides an adequate understanding and, in general, successful communication and interaction, coordination by communicants of their roles, management of the communicative process from start to finish. However, from the point of view of linguodidactics, this definition needs to be clarified and supplemented.

First of all, we consider it necessary to clarify the term "competence". In the methodology of teaching foreign languages.

The concept of "competence" is defined as "a set of knowledge, skills, abilities, formed in the learning process, as well as the ability to perform any activity on the basis of acquired knowledge, skills, abilities".

In this regard, we believe it is logical to consider the competence associated with the study of concepts through the terms "knowledge - skills - abilities - ability". Taking into account the specifics of the process of mastering the concepts of a foreign culture, it is necessary to add a fifth term to the above series - relation. In the process of learning a foreign language culture, students form a certain attitude towards the concepts of this culture, they evaluate them from the position of their native culture, which can lead to misunderstanding in situations of intercultural communication. With the right organization of teaching a foreign language, the study of the concepts of a foreign language culture can form students' respect for the peoples and cultures of the studied countries. The named fact also testifies in favor of the fact that the introduction of the "attitude" component into the composition of conceptual competence is necessary and possible.

The specifics of teaching a foreign language to students of linguists is the study of three languages - native and two foreign ones. In this regard, in our study we are talking about the competence associated with mastering the concepts of the native and two foreign languages and the ways of their representation in the language and culture.

The need for the formation of knowledge, skills and abilities to master the concepts of one's own and other cultures, ways of their representation in the language and further use in intercultural communication makes it possible to single out a new type of competence - conceptual competence. The choice of name is not accidental and is due to the fact that this type of competence is directly related to the development of concepts, so the concept of "conceptual" most clearly characterizes its essence.

In the most general form, concept competence can be defined as a set of knowledge, skills and abilities associated with the study of the concepts of the native and studied foreign languages, mastering the core and peripheral meanings of concepts, as well as the ability to correctly use and interpret concepts, then it is tolerant to treat phenomena in a foreign culture in case of discrepancy with the cultural values and norms of the native culture. Further in our study, the presented definition will be expanded and refined.

Our next research task is to define and consider the structure of conceptual competence. Based on the ideas presented in the works of E. V. Moshnyaga, we consider it important to single out the following components as part of conceptual competence:

- 1) **ontological** - the study of the concept from the point of view of its image, nature and existence in the conceptual space;
- 2) **axiological** - mastering the value component of the concept, understanding the role of the concept in language and culture;
- 3) **epistemological** - the study of the concept with the help of linguistic methods, the identification of its core and periphery.

In addition to the indicated three components, we consider it logical to include **pragmatic component** in the concept competence.

The relevance of the inclusion of the named component is due to the fact that often the ability to interpret concepts is associated with the development of lexemes representing the concept in the language. As the researchers rightly note, “in the process of teaching vocabulary, the teacher ... forms “semantic cells”, the filling of which is expressed in the systemic representation of the vocabulary, in connection with the concept and its lexical-semantic variant, and in which the inseparable connection between the components of the formed lexical knowledge in a foreign language”.

Thus, the process of mastering concepts is associated with the process of mastering the culturally marked vocabulary of a foreign language in its own semantic, paradigmatic and syntagmatic aspects. This conclusion allows us to single out the following segments within the framework of the pragmatic component of conceptual competence:

- a) semantic proper - mastering the ways of expressing concepts, mastering the lexemes representing the concept, and the ability to correctly interpret and use them in a situation of intercultural communication;*
- b) syntagmatic - acquaintance with the combinatorial valence properties of concepts, i.e., the study of linear relationships between concepts;*
- c) paradigmatic - the study of the lysemy, synonymy and antonymy of the concept, which reflect its semantic depth.*

Each of the components of conceptual competence involves the possession of certain knowledge about concepts, skills and abilities associated with the development of the concepts of one's own and another's culture.

The ontological component includes:

- knowledge: etymology of the key word representing the concept in the native and studied foreign languages; knowledge
- about the connection of the etymon of the word with its actual meaning, etc.;
- skills: identifying a keyword representing the concept; definitions of the etymon of a word representing the concept in the native and studied foreign languages, etc.;
- skills: to establish a connection between the etymology of the keyword representing the concept and its modern image in the language and culture of the native and studied foreign languages, to analyze the connection between the etymon of the word and its modern meaning, etc.

The axiological component implies the presence of:

- knowledge: the key concepts of one's own culture and the culture of the countries of the studied languages and their role; value components, etc.;
- skills: identifying the value component of the concept in the native and studied foreign languages, etc.;
- skills: to identify key and laconic concepts of the native culture and the culture of the countries of the studied foreign languages; determine the role of the concept in the language and culture of the native and studied foreign languages; correlate the value component of concepts in the native and studied foreign languages, etc.

The epistemological component includes:

- knowledge: the structure of the concept, its core and periphery; ways of studying concepts in the native and studied foreign languages; methods of carrying out conceptual analysis, etc.;
- skills: identifying the core and peripheral meaning of the concept, etc.;

The pragmatic component is subdivided into three segments, which include the following knowledge, skills and abilities:

*a) **semantic proper:** knowledge: concepts of native and foreign languages and their lacunarity;*

*b) **syntagmatic:** knowledge: combinatorial, valency properties of the concepts of the native and studied foreign languages, etc.;*

c) *paradigmatic*: knowledge of the paradigmatics of the concept, its polysemy, synonymy and antonymy in the native and studied foreign languages.

These knowledge, skills and abilities are the basis for the formation of the ability to correctly interpret the concepts of the culture of the countries of the studied foreign languages and tolerant respect for phenomena in the culture of the countries of the studied foreign languages in case of discrepancy with the values and norms of the native language.

Summarizing the above, we note that conceptual competence refers to culturally marked competences, but at the same time it is a separate competence that has its own structure. The essence of conceptual competence is presented through the categories of "knowledge - skills - abilities - ability - attitude". The formation of conceptual competence among high school students is especially important, since mastering the concepts of the native and studied foreign languages contributes to more effective language learning and the formation of correct ideas about foreign language reality.

In life, it is necessary to objectively assess the real situation, highlight the problem, take into account the interests of other people, establish contacts with them, and influence their activities.

Situational teaching is a pedagogy that requires teachers to apply their skills and creativity to bring out an image out of texts during learning. This entails creating concrete scenes that may arouse students' emotion and attitudes that help in creating students' learning experiences.

The approach originated from the Palmer's oral teaching method and it gained popularity when a British scholar, Hornby, endorsed the practice (Zhang).

Situational teaching has a significant impact to students' future life and role in the society. The experiences help to further refine and process educational content and respond to the needs and expectations of the society (McKay & Bokhorst-Heng). Integration of class work with activities such as role playing, vivid portrayal of language, class games, poetry recitation, painting, gymnastics, tourism, sightseeing, and music appreciation creates a concrete image of the situation.

The aftermath of such a situational approach is instilling subtle influence to students making the learning more quality.

Situational teaching approach manifests as a double function system; cultivating function and enlightenment function. According to Chu the cultivating function manifests when situational teaching nurtures students emotionally and purifies their feelings.

Education is discipline that involves alteration of one's psychological state with the aim of capacity building. In situational teaching, students' ideological consciousness is nurtured,

giving them a good influence. This function of situational teaching acts as a filter that purifies people's feelings making them.

It eliminates the negative elements of emotion and retains the positive elements. This purified emotional experience is more effective in assistive cognitive function in terms of accommodation, motility, infectivity, enhancement, orientation, adaptability and signaling.

The enlightenment function of situational teaching provides students with a good hint or inspiration. Richards and Rodgers argue that the socialization of man forms the "sum of all social relations." This process of conversion from natural persons to social ones is in fact entirely the result of a combination of environmental, social, family, school, ethnic and geographical factors.

Some of these influences have been perceived by us, but more often we have been unknowingly influenced by us. Bulgarian clue scientist G. Louzanov pointed out: "We are taught and educated in the environment we live in, and only for the purpose of teaching and educating them".

Certain elements of situational teaching provide some clues to the original cognitive structure of the person, and through the internal integration of thinking, people will either realize or create new cognitive structures (Chu). Clues provided by the situation serve as a wake-up or inspirational wisdom. For instance, a person who is in a certain problem or a situation can be inspired by a certain reminder or encounter something to solve the problem smoothly.

Scholars have conducted empirical researches on situational teaching approach and its impact on teaching and learning.

According to Yu situational teaching approach creates a condition, physical and psychological, favorable for teaching and learning. In such an environment, students are motivated to learn and they are aroused in the pleasure of inquiry. As a result, learning activities are transformed from passive into self-need, an essential initiative towards acquiring desirable quality education.

In addition, situational teaching optimizes the learning process. Students are able to manipulate their perceptions on education and embrace it as something constructive behooving the perception that education is torturous and tough (Szeto). Ideally, situational teaching helps students to make out textbooks as tools that provide knowledge in an aesthetic fashion. Li consents that listening analysis is a multifaceted feeling that requires efforts more than just attention thus better teaching experiences aggravate students' enthusiasm to learn hence better performance.

Further, situational teaching approach deepens the outcomes of teaching and learning (Li, A). Cognitive capacities are improved since in the pleasures of creation, situational teaching naturally cooperates with the interaction between the two hemispheres of the brain whose integration optimizes their functionality (Pennington). Therefore, depending on situational strategies is essential in transforming the memory of the recurrence into a flexible use of knowledge.

The application of situational teaching in the education system widens students' knowledge on modernization and globalization. The teaching approach involves activities that make students cognizant with their environment and the world at large. As a results, students' capacities to balance the development of two signal systems; variable closed readouts are open-ended broad-based storage, are widened (Pennington).

The method of situational analysis (case method / case study) is the best suited for teaching this. The introduction of training cases into the practice of Russian education is currently a very urgent task. The method was first applied at Harvard Business School in 1924. Case learning technology is learning by doing.

The main features of the case method are:

- description of a real problem situation (a combination of theory and practice);
- alternative solution;
- a single goal and collective work to develop a solution (the guys learn to argue, often offer ambiguous solutions);
- functioning of the system of group evaluation of decisions made;
- emotional stress of students.

The success of the case method depends on three main components: the quality of the case, the preparedness of the students, and the readiness of the teacher himself to organize the work with the case and conduct the discussion.

There are different classifications of cases. For example, by structure, cases are:

- **Structured cases** (highly structured case) - a short and accurate presentation of the situation with specific numbers and data.
- **Unstructured cases** (unstructured cases). They are data-rich material and are designed to assess the style and speed of thinking, the ability to separate the main from the secondary, and the skills of working in a particular area.
- **Ground breaking cases** - observing the solution of such a case makes it possible to see if the student is able to think outside the box.

Case sizes are:

- **Full case studies** (on average 20-25 pages) are designed for teamwork over several lessons,
- **Condensed case studies** (3-5 pages) are intended for analysis directly in the classroom and imply a general discussion,
- **Mini-cases** (1-2 pages) are intended for class discussion and are often used as an illustration of the theory taught in class.

This method is complex and contains all types of speech activity: reading, speaking, writing, listening. The case method can be represented as a complex system in which elements of almost all non-traditional teaching methods are integrated:

1. Mental experimentation (vision of causal relationships). The phrase "Imagine that..." absolutely indispensable in this case.

2. Methods of description

3. Problematic method (forms a problematic approach to reality, because the case does not offer students a problem in an open form, the participants in the educational process will have to isolate it from the information contained in the description of the case.

4. "Brainstorming" (used as a means of increasing the activity of students when a group has real difficulties in understanding the situation)

5. Discussion (occupies a central place in the case method, teaches independent thinking, the ability to argue)

6. Situation modeling method (the closer this model is to the real situation, the more valuable the case)

The case must meet the following conditions:

- the presence of a real-life group of people, an organization on the basis of which the situation is developed;
- a certain chronology of events, time frames;
- the presence of a real problem, conflict, should not have an unambiguous solution,
- the situation should be presented in an "event" style, which reflects not only events, but also characters, their actions, deeds;
- the action unfolding in the case should contain intrigue.

The organization of training based on the method of specific situations contains the following steps:

1. **Preparatory stage** (before the start of classes). The purpose of the stage: to specify the goals and develop a specific situation and the course of the lesson.

2. **Introductory stage** (during the lesson) The purpose of the stage: involvement in the analysis of the real situation, the choice of the optimal form of presenting the material for review.

3. **Analytical stage** (the beginning of the discussion of the case). The purpose of the stage: to analyze the case in the group and develop a solution.

4. **Final stage** (presentation of group solutions). Purpose: to present and justify the decision / conclusions of the group on the case.

We have put into practice about 18 specific situations that meet the requirements of the case study technology. Problems were identified, detailed written descriptions of specific situations were issued, roles were identified, and performance requirements were established. During the discussion of the case, the teacher should refrain from answering questions. A certain amount of time is given to complete the task. The class is divided into groups of 4-5 people. The groups have the same task, but the result will be different. At the end of the group work, each participant expresses his opinion on the problem, then one of the group voices the general solution.

Forms of control over the level of students' achievements.

Summing up each lesson, students evaluate each other themselves, the opinion of the teacher is taken into account. Evaluation takes place according to the following criteria:

- contribution to the common cause,
- activity,
- correctness of speech (lexical and grammatical content),
- communication skills.

Example:

Unit: Capabilities of human brain

Theme: Multiple intelligences

Aim: 10.1.1 - use speaking skills and listening to solve problems creatively and cooperatively in groups;

Situation: *Having decided to go camping, the children agreed who would take what with them. Having packed backpacks, they went out of town by train early in the morning. That is the station they need. Everyone got out; the train blew its horn and disappeared around the bend. Then it turned out that Askar, who was "famous" for his absent-mindedness, had left his backpack in the car. Moreover, in it there was a tent, a small shovel, a pot and matches.*

Task:

- How to spend a night in the forest without a tent?
- What to do without a pot, a shovel and matches?

The examples presented in this report clearly illustrate the possibility of using case technology in English lessons at school. The use of this technology contributes to the formation of communicative competence, develops critical thinking, research activities of students and, in my opinion, shows interesting results and is recommended for practical use.

Conclusion

Thus, competence in the field of concepts can be represented as a set of knowledge about concepts, skills and abilities related to the identification and analysis of concepts, as well as the ability to tolerate the concepts of someone else culture. Other researchers describe the competence associated with the mastery of concepts as linguoculturological and define it as knowledge of the system of foreign cultural concepts and the ability to operate with their elements in the process of intercultural communication or as a set of systemically organized knowledge about culture embodied in the national language and readiness for consciously active value interpretation of language knowledge in the dialogue of cultures as the basis for the formation of a stable system of value worldview orientations of the student. These definitions emphasize the purpose of teaching concepts – the use of knowledge about them in intercultural communication in the context of a dialogue of cultures.

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ТЕОРИЯ И МЕТОДИКА ФИЗИЧЕСКОГО ВОСПИТАНИЯ, СПОРТИВНОЙ ТРЕНИРОВКИ, ОЗДОРОВИТЕЛЬНОЙ И АДАПТИВНОЙ ФИЗИЧЕСКОЙ КУЛЬТУРЫ

УДК 796

Савин С.В. Технология проектирования и структурные элементы системы оздоровительно-кондиционной (фитнес-) тренировки лиц зрелого возраста

Design technology and structural elements of the health-conditioning (fitness) training system for middle-aged people

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***Аннотация.** Работа посвящена проблеме проектирования системы оздоровительно-кондиционной (фитнес-) тренировки лиц зрелого возраста. Разработана и предложена к применению авторская классификация структурных элементов большого цикла системы оздоровительных занятий.*

***Ключевые слова:** классификация структурных элементов, оздоровительно-кондиционная (фитнес-) тренировка, лица зрелого возраста, технология проектирования, периодизация оздоровительной тренировки.*

***Abstract.** The work is concerned with the problem of designing a health-conditioning (fitness) training system for middle-aged people. The author's structural elements classification of a large cycle of the health-improving exercise system has been developed and proposed for use.*

***Keywords:** classification of structural elements, health-conditioning (fitness) training, middle-aged people, design technology of health-improving training, health-improving training periodization.*

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Оздоровительно-кондиционная тренировка – это система физических упражнений, направленных на оздоровление и доведение фактического уровня физической кондиции занимающегося до должного (соответствующего возрастным и гендерным нормам) [2].

Технология педагогического проектирования занятий фитнесом с лицами зрелого возраста включает следующие этапы [1, 3].

1 этап технологии педагогического проектирования занятий фитнесом (*диагностический*) – комплексная социологическая, педагогическая и медико-биологическая диагностика, предваряющая собственно проектировочную деятельность. Набор входящих в неё операций и процедур позволяет определить уровень и характер мотивации к занятиям фитнесом, предпочтения в выборе фитнес-программ, оценить уровень физической кондиции (соматического здоровья, функционального состояния и физической подготовленности), выявить особенности телосложения и психоэмоционального состояния потенциальных занимающихся. Чем выше объективность данных, полученных в ходе диагностики, тем точнее исходные предпосылки проектирования различных составляющих программы занятий.

2 этап (предпроектировочный) – выработка стратегии занятий – определение ориентиров для выстраивания программы занятий фитнесом с выбранной категорией лиц зрелого возраста.

3 этап (собственно проектировочный) – выстраивание программы занятий фитнесом с избранной категорией лиц зрелого возраста. Сюда входит разработка проектов структуры и содержания типовых блоков (отдельных частей занятия) и целостных занятий фитнесом, микро-, мезо- и макроциклов оздоровительной (фитнес-) тренировки, включая описание комплекса средств, методов, методических приёмов, параметров нагрузки и отдыха, призванных обеспечить достижение планируемых результатов.

Проблема создания целостной структуры большого цикла оздоровительных занятий (макроцикла) заключается в том, что критерии классификации различных структурных элементов системы занятий должны взаимно дополнять друг друга на различных уровнях структуры, тем самым создавая целостную картину тренировочного процесса, позволяющую чётко и направленно применять и дозировать средства и методы физических воздействий.

Классификация структурных элементов позволяет педагогам по физической культуре (инструкторам, методистам, фитнес-тренерам) представить процесс оздоровительной тренировки как целостное явление и оптимально подбирать

параметры нагрузки, типы используемых упражнений в соответствии с решаемыми задачами и индивидуальными особенностями состояния здоровья занимающихся (табл. 1).

Таблица 1

Классификация структурных элементов системы оздоровительно-кондиционной (фитнес-) тренировки лиц зрелого возраста

Основной критерий	Критерии планирования
<i>Макроцикл</i>	
По основной направленности (по цели): - Оздоровительно-кондиционный; - Оздоровительно-реабилитационный; - Оздоровительно-спортивный	По продолжительности: - годовой; - полугодовой; - 3-4 месячный
	По общей стратегии: - развивающий (с целью прогресса); - поддерживающий на заданном уровне
<i>Мезоцикл</i>	
В соответствии с задачами макроцикла: - Кондиционный; - Спортивный; - Реабилитационный; - Подготовительный (вводный); - Восстановительный (заключительный); - Профилактический; - Общеоздоровительный	По продолжительности: - 2-х месячные; - 1-но месячные
	По интенсивности: - повышенной интенсивности; - средней (умеренной) интенсивности; - пониженной интенсивности
	По преимущественной направленности: - преимущественно аэробной направленности; - преимущественно силовой направленности; - без ведущей направленности
	По характеру динамики нагрузки, мезоциклы с: - равномерной динамикой нагрузки; - «ступенчатой» динамикой нагрузки; - «волнообразной» динамикой нагрузки
<i>Микроциклы</i>	
По интенсивности нагрузки: - Втягивающие (с умеренной интенсивностью); - Базовые (со средней интенсивностью); - Ударные (с повышенной интенсивностью); - Заключительные (с пониженной интенсивностью)	В зависимости от объёма (количества занятий): - с большим количеством занятий (4-6 в неделю); - со средним количеством занятий (3 в неделю) - с малым количеством занятий (1-2 в неделю)
	По продолжительности: - 2-х недельные; - недельные; - 1/2 недельные
<i>Отдельные занятия (и части занятия)</i>	
Базирующиеся на развитии основных физических качеств: - Занятия преимущественно аэробной направленности; - Силовые тренировки;	По структуре: - с одной основной частью; - с 2-я и более частями (блоками) занятия
	По содержанию направленные на: - решение одной основной задачи; - 2-х и более различных задач

Основной критерий	Критерии планирования
<p>- Занятия, базирующиеся на развитии и проявлении координационных способностей;</p> <p>- Занятия на улучшение гибкости;</p> <p>- Комбинированные (комплексные) занятия, базирующиеся на развитии различных физических качеств и двигательных способностей</p>	<p>По интенсивности:</p> <ul style="list-style-type: none"> - высокой интенсивности; - средней интенсивности; - малой (умеренной) интенсивности
	<p>По продолжительности:</p> <ul style="list-style-type: none"> - повышенной продолжительности; - средней (стандартной) продолжительности; - малой продолжительности
	<p>По уровню (технической) сложности:</p> <ul style="list-style-type: none"> - начального уровня; - среднего уровня; - продвинутого уровня
	<p>По форме проведения:</p> <ul style="list-style-type: none"> - индивидуальные; - групповые
	<p>В соответствии с задачами:</p> <ul style="list-style-type: none"> - общеоздоровительные; - реабилитационные; - рекреационные; - спортивные (в т.ч. игровые, танцевальные); - прикладные; - профилактические; - кондиционные (коррекция параметров тела)
	<p>В соответствии с локализацией:</p> <ul style="list-style-type: none"> - на все основные мышечные группы; - на отдельные мышечные группы (части тела)
<i>Физические упражнения</i>	
<p>По биомеханической структуре движений:</p> <p><i>Односуставные:</i></p> <p>Сгибания / разгибания;</p> <p>Приведения / отведения</p> <p>Вращения наружу и внутрь</p> <p><i>Многосуставные:</i></p> <p>Жимы / тяги руками;</p> <p>Варианты подтягиваний</p> <p>Варианты отжиманий</p> <p>Варианты приседаний</p> <p>Варианты наклонов</p> <p>Жимы ногами;</p> <p>Становые тяги</p>	<p>По направленности на развитие различных способностей:</p> <ul style="list-style-type: none"> - двигательных (в т.ч. эстетических); - интеллектуальных; - волевых способностей; - сенсорно-перцептивных
	<p>По направленности на развитие физических способностей:</p> <ul style="list-style-type: none"> - силы и скоростно-силовых способностей; - общей и силовой выносливости; - двигательно-координационных способностей; - гибкости и подвижности отдельных звеньев
<p>По биомеханической структуре движений:</p> <p><i>Основанные на различных видах двигательной активности:</i></p> <p>Беге;</p> <p>Ходьбе;</p>	<p>По преимущественному воздействию на:</p> <ul style="list-style-type: none"> - сердечно-сосудистую систему; - дыхательную систему; - мышечную систему; - опорно-двигательную систему

Основной критерий	Критерии планирования
Плавании; Ходьбе на лыжах; Восхождениях; Езде на велосипеде; Гребли; Движениях лыжника; Движениях конькобежца и т.д.	В зависимости от использования средств нагрузки: - тренажёров и технических приспособлений (тренажёры, «свободные» веса, амортизаторы и т.п.) - без использования технических средств (в естественных условиях, с весом собственного тела); - в усложнённых условиях (в сохранении равновесия, с преодолением внешних, природных факторов и т.п.)
	По содержанию: - однопредметные; - комбинированные (состоящие из двух и более физических упражнений)
	В зависимости от режима выполнения: - динамические; - статические; - в комбинированном режиме
	В зависимости от интенсивности выполнения: - максимальной интенсивности; - высокой интенсивности; - средней интенсивности; - низкой интенсивности
	В зависимости от объёма нагрузки: - с повышенным объёмом (продолжительностью); - со средним объёмом нагрузки; - с низким объёмом нагрузки
	В зависимости от режима выполнения: - аэробные; - анаэробные; - аэробно-анаэробные
	По степени индивидуализации: - стандартные; - индивидуально подобранные
	По методу выполнения упражнений: - строго регламентированный (повторный, интервальный, круговой, равномерный, переменный); - игровой; - соревновательный

В рамках данного этапа алгоритм построения общей структуры и содержания большого цикла (макроцикла) оздоровительно-кондиционной (фитнес-) тренировки лиц зрелого возраста представлен нами следующим образом:

Определение направленности и продолжительности по времени отдельных структурных элементов системы оздоровительных занятий. Данная стадия подразумевает определение общей стратегии построения большого цикла (макроцикла) оздоровительно-кондиционной (фитнес-) тренировки лиц зрелого возраста. Так же данная стадия определяет основу содержания системы занятий и строится, начиная от

выбора направленности самого макроцикла с последующим подбором мезоциклов, микроциклов, отдельных оздоровительных занятий, их составных частей (блоков) и в завершении типов самих упражнений.

Второй подэтап подразумевает выбор средств педагогических воздействий, а также характер физической нагрузки, методы и средства выполнения физических упражнений. В отличие от первой стадии методики построения макроцикла, которая определяет общую стратегию системы занятий, данный шаг позволяет индивидуализировать педагогические воздействия относительно состояния здоровья и частных задач конкретных занимающихся. Данная стадия педагогического проектирования так же строится, начиная с большого тренировочного цикла, последовательно переходя к более низким структурным элементам.

4 этап (реализационный) – развёртывание (реализация) спроектированной программы занятий, в ходе которого происходит поступательное сближение реальных показателей психофизической кондиции занимающихся с их запланированными значениями.

5 этап (контрольно-корректировочный), в рамках которого производятся проверка и оценка эффективности спроектированной программы занятий в соответствии с заданными критериями. При необходимости вносятся коррективы в планы отдельных занятий, микро- и мезоциклов занятий фитнесом с целью обеспечения возможно более полного соответствия планируемых и реальных показателей. На данном этапе также возможно появление новых идей в области замысла (целевой ориентации), организации и содержания занятий фитнесом.

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