

**ЗДОРОВ'Я ЛЮДИНИ, ФІТНЕС І РЕКРЕАЦІЯ,
ФІЗИЧНЕ ВИХОВАННЯ РІЗНИХ ГРУП НАСЕЛЕННЯ**

**CURRENT STAGE OF DEVELOPMENT OF HEALTH-IMPROVEMENT
AND RECREATION MOTOR ACTIVITY OF STUDENTS IN EDUCATIONAL
ENVIRONMENT OF UKRAINIAN UNIVERSITIES**

**СУЧАСНИЙ СТАН РОЗВИТКУ ОЗДОРОВЧО-РЕКРЕАЦІЙНОЇ РУХОВОЇ
АКТИВНОСТІ СТУДЕНТІВ В ОСВІТНЬОМУ СЕРЕДОВИЩІ
УНІВЕРСИТЕТІВ УКРАЇНИ**

Bazylchuk V. B.¹, Sushchenko L. P.², Bezcopylny O. O.³

¹*Khmelnytskyi National University, Khmelnytskyi, Ukraine*

²*The Dragomanov Ukrainian State University, Kyiv, Ukraine*

³*Bohdan Khmelnytskyi National University of Cherkasy, Ukraine*

¹ORCID:0000-0002-5134-5047

²ORCID:0000-0002-2461-3739

³ORCID:0000-0002-2461-3739

DOI <https://doi.org/10.32782/2522-1795.2024.18.2.6>

Abstracts

In recent years, there has been a significant reduction in the amount of academic hours for “Physical Education” in higher educational establishments, which has led to a decrease of the role of physical culture in formation of personality of a modern specialist, a decrease in motor activity of students and deterioration of their health. Literature review shows that modern principles of physical education and didactic objectives of “Physical education course” need to be modernized by means of transformation of the content of educational program, scientific and methodological, organizational, material and technical mechanisms of its provision, improvement of the efficiency of extra-curricular activities in physical culture and sport. The aim of this research is to study the state of development of health and recreational motor activity of students by means of sports games in educational environment of Ukrainian universities.

Material. The results of survey of 277 students studying at “bachelor” educational and qualification degree in the specialty 035 “Philology” from three higher educational establishments of Ukraine indicate that the highest emotional background during physical education classes is provided by sports games, which, in its turn, positively affects formation of their physical and mental health. On the other hand, low activity of students in various sports events has been observed, which we assume is a reserve for improvement of their motivation to participate in competitions between groups and faculties, making it possible to further select students for sports skills improvement groups.

Findings. A survey of students investigating the correlation between types of physical activity and emotional state during physical education classes found that participation in team sports yielded the highest levels of positive emotions (57.1%). Students engaged in fitness activities (14.8%), gymnastics (11.8%), swimming (8.1%) reported significantly lower positive emotional experiences. The lowest positive emotional responses were observed among students participating in martial arts (6.2%), weightlifting (5.8%), powerlifting (5.8%), and rowing (4.6%). The analysis of the survey results of future specialists in philology proves that playing sports games has a significant impact on human body, as 68.6% of the surveyed students believe that playing sports games contributes to health improvement and preservation; 45.7% of the surveyed students indicate that they ensure harmonious development, 20.8% of respondents indicate development of moral and will-power qualities, 20.7% of students indicate development of vital motor skills.

Conclusions. The authors emphasize the fact that development of health-improvement and recreational activity of students by means of sports games in educational environment of a university promotes formation of their motor qualities, behavioral skills in a group of youngsters, ability to assess sports situation and make decisions.

Key words: higher educational establishments, health-improvement and recreational motor activity, educational environment, sports games.

Останніми роками у закладах вищої освіти відбулося значне скорочення обсягу навчальних годин з дисципліни «Фізичне виховання», що призвело до зниження ролі фізичної культури у формуванні особистості сучасного фахівця, зменшення рухової активності студентів та погіршення стану їхнього здоров'я. Аналіз наукової літератури свідчить, що потребують модернізації сучасні принципи фізичного виховання та дидактичні завдання дисципліни «Фізичне виховання» через трансформацію змісту навчальної програми та науково-методичного, організаційного, матеріально-технічного механізмів її забезпечення, підвищення ефективності позааудиторних занять фізичною культурою та спортом. Метою цієї роботи було вивчення стану розвитку оздоровчо-рекреаційної рухової активності студентів засобами спортивних ігор в освітньому середовищі університетів України.

Матеріал. Результати анкетування 277 студентів, які навчалися за освітньо-кваліфікаційним ступенем «бакалавр» спеціальності 035 «Філологія» трьох закладів вищої освіти України, свідчать, що найбільш високий емоційний фон під час занять фізичним вихованням забезпечують заняття спортивними іграми, що своєю чергою позитивно впливає на формування їхнього фізичного та психічного здоров'я. З іншого боку, спостерігається низька активність студентів у різноманітних спортивних заходах, що, на наш погляд, є резервом для покращення їхньої мотивації до участі в змаганнях між групами, факультетами, що дасть змогу у майбутньому здійснити відбір студентів у групи підвищення спортивної майстерності.

Результати. Результати опитування студентів про види рухової діяльності, які забезпечують високий емоційний фон під час занять фізичним вихованням, засвідчують, що найбільш позитивні емоції отримують студенти, які займаються спортивними іграми, їхня кількість становить 57,1%. Значно менший відсоток студентів, які отримують позитивні емоції, займаючись на заняттях з фізичного виховання фітнесом – 14,8%, гімнастикою – 11,8%, плаванням – 8,1%. Найменша кількість студентів, які отримують позитивні емоції від занять одноборством – 6,2%, важкою атлетикою – 5,8%, пауерліфтингом – 5,8%, веслуванням – 4,6% відповідно. Аналіз результатів анкетування майбутніх фахівців з філології свідчить, що заняття спортивними іграми мають вагомий вплив на організм людини, адже 68,6% опитаних студентів вважають, що заняття спортивними іграми сприяють зміцненню та збереженню здоров'я, 45,7% студентів вказують на те, що забезпечують гармонійний розвиток, 20,8% респондентів – розвиток морально-вольових якостей, 20,7% студентів – освоєння життєво важливих рухових навичок.

Висновки. Автори статті акцентують увагу на тому, що розвиток оздоровчо-рекреаційної рухової активності студентів засобами спортивних ігор в освітньому середовищі університету буде сприяти покращенню формування їхніх рухливих якостей, навичок поведінки у молодіжному колективі, здатності до оцінювання спортивної ситуації та прийняття рішень.

Ключові слова: заклади вищої освіти, оздоровчо-рекреаційна рухова активність, освітнє середовище, спортивні ігри.

Introduction. Modern changes in social and economic as well as political development of Ukraine stipulate strategic tasks of the state and determine chief directions of renewal and modernization of the national system of higher education, aimed at improving the quality of assurance of physical education services, with primary aim to ensure good health of the young generation. Development of an updated model of higher education in the area of health-improvement physical exercises classes should be the leading national social and economic priority of the XXI century, since future specialists with higher

education degree should have an appropriate level of physical development and health.

As noted by V.V. Bondarenko and O.V. Kvak (2013), “state policy in the field of higher education is aimed at ensuring health of students, formation of a responsible attitude to their own health and health of others as the highest individual and social values” [2]. The principal ways of implementing the state policy in this area are optimization of the educational process, engagement in physical education and sports, and organization of extracurricular physical and health-improvement activities.

As noted by T.V. Tysevych, Ye.Ye. Loiko (2020) motor activity is “the basis of physical health and a component of a healthy lifestyle; it guarantees the development of physical qualities, improvement of health, and is a feature of a full-fledge life. To be able to withstand the stress, students have to transform their energy into positive form of activity, be engaged in activities relieving emotional stress, namely sports activities” [13]. The researchers also state that “systematic physical exercises and adherence to the correct motor and hygienic mode are the most effective means to prevent various illnesses and sustain adequate level of body working capacity” [13].

Student years concur with the period of final formation of vital physiological functions of the body. As assumed by V.V. Konovalov, A.V. Kasiyan, and A.V. Cherednichenko (2013) adaptation to new social and ecological conditions, constantly growing intensification of the educational process, significant mental and emotional workload on the background of a limited motor mode evoke tension of regulatory-compensatory mechanisms [7].

The issue of students' health is a key one, as it is the main resource for everyday life, the fundamental and driving force of human existence, since on this background, the search for ways to improve health, increase physical performance, and increase functional capabilities of the body of future qualified specialists becomes of great importance [11; 15; 16].

Native specialists A.V. Bukhval and O.M. Samchuk (2009) note that physical education in educational establishments of various levels is an integral part of the formation of general and professional culture of the individual, preservation and improvement of health, organization and assurance of a healthy lifestyle, increase of the body's physical and functional capabilities, creation of conditions for continuous active and creative longevity [3].

S.A. Savchuk and A.V. Khomych (2010) consider it expedient to base the scientific concept of physical education of students “on the basis of the principle of health-improvement orientation and subordinate all means and methods,

training of personnel and technology of the educational process to it, including independent classes in physical and sports exercises” [12]. Researchers note that: “During the development of physical education programs and their academic substantiation for higher educational establishments of a certain profile, it is necessary to be guided by the principle of individualization, which involves planning physical workloads taking into account characteristics of physical development, health status, level of physical fitness, profile of the educational establishment, regional aspects of morbidity, etc.” [12].

However, as assumed by A.O. Khomenko and V.V. Tymoshenko (2013), physical education in higher educational establishments regulated by the content and amount of compulsory time in the curriculum cannot fully solve the complex of tasks related to physical fitness, intellectual and spiritual development of students [13]. Researchers note that: “Effectiveness of physical education programs, readiness of students to do intensive educational and professional activities, preservation and improvement of their health reveal contradictions between the following: high requirements of the educational process in higher educational establishments and the non-compliance of health status of many students with these requirements; available large number of innovative methods and means of physical culture and sports and the lack of full-scale use of pedagogical technologies in the field of physical education” [13].

N.N. Zavidivska and O.V. Hanikyants (2015) state that: “The content of the currently available curriculum and physical education system overall has exhausted itself and needs to be updated through introduction of modern, integrative forms of organization of this process” [6].

Analysis of the state of health of the adult population and students, as the future elite, by Yu. Netlyukh, N. Stefanyshin and L. Parfenyuk (2011), proves that in modern society fundamental changes in the conditions of life, work and lifestyle of population are taking place [9]. Researchers believe that: “Development of a higher school under conditions of present day is accompanied by further intensification of

student work, growth of a diverse information flow, extensive introduction of technical means and computer technologies in the educational process, strong social and economic pressure on all aspects of student life and work” [9].

Sports games are one of the most effective means of physical development of students, manifestation of their social activity and a sphere of communication, improvements and protection of health, correct form of organization and leisure, which also affects other aspects of human life, such as the structure of moral and intellectual characteristics, authority and position in society, labor activity.

M.P.Horobey, O.S.Chaly, and T.V.Deryabkina (2017) consider the concept of “sports games” as one of important means of formation of student personality, which combines spiritual wealth and physical perfection [5]. According to the researchers, “in the process of sports games, character and will of students is hardened, ability to take reasonable risks or to refrain from taking risks is improved, ability to manage oneself, quickly and correctly navigate in various difficult situations and quickly make decisions is improved” [5].

Sports games, according to R.I. Boychuk (2017) perform several functions for students, namely: 1) entertainment, enjoyment, focus on the actual game process; 2) compensation that allows to ease excess nervous energy, relieve emotional and intellectual tension accumulated in the student during previous classes; 3) “restorer” of vital forces, resulting in restoration of students’ internal balance; 4) a means of learning about the surrounding world and self-cognition through actualization of the inner state of a person; 5) a special form of communication that performs an educational function [1].

We consider it relevant to determine the specifics of the development of students’ motor activity by means of sports games in educational environment of Ukrainian universities.

Materials and Methods. Participants. In order to study the state of development of health and recreational motor activity of students in university educational environment, a survey was done among 277 students of 2 courses of

higher education establishments, studying for the “bachelor” educational and qualification degree in the specialty 035 “Philology”, 03 humanities, 014 “Secondary education. The Ukrainian language and literature”, field of studies 01 education/pedagogy. 74 students of Khmelnytskyi National University, 71 students of Drohobych State Pedagogical University, and 132 students of National Pedagogical Dragomanov University participated in the survey.

The aim of the **research** is to study the state of the development of health and recreational motor activity of students in the educational environment of Ukrainian universities.

Research objectives are as follows:

1) to analyze data of academic and methodological references regarding the topic of the research;

2) to analyze the state of development of students’ motor activity in educational environment of Ukrainian universities.

Findings. We consider motor activity of students as voluntary motor actions performed by higher education students in the process of vital activity during studies, in everyday life, at leisure to satisfy natural physical needs for movement.

We consider development of health and recreational motor activity of students by means of sports games in university educational environment as a natural and socially determined performance of motor actions by higher education students aimed at preservation and improvement of health, organization of leisure time; cultivation of discipline, ability to act in a team and mutual benefit at executing competition actions and game techniques, increase of motor reaction (speed) and coordination of movements (agility).

The analysis of the results of the survey among students shows that at present, 25.0% of respondents enjoy attending physical exercise classes, 43.9% of respondents partially enjoy it, 20.9% do not enjoy it, and 10.2% of respondents found it difficult to answer whether they enjoy physical exercises or not.

The study of the issue of motor activity development of students by means of sports

games in educational environment of Ukrainian universities showed that for 11% of the surveyed students, the time allotted for physical education classes per week was sufficient; 23.2% of respondents answered yes rather than no; 38.4% answered no rather than yes; 23.7% of surveyed students answered they did not have enough time allocated for physical education classes per week, and 3.7% of respondents could not answer. At the same time, based on the results of the survey, it was revealed that physical education classes are held once a week, this was confirmed by answers of 70.4% of students; 27.4% of students have an opportunity to attend physical education classes twice a week; only 1.7% of students have an opportunity to attend physical education classes three times a week.

The fact that under present-day conditions, the majority of students claim that they are sufficiently informed about the role of motor activity in student life seemed interesting; 29.3% of students have a sufficient level of awareness, partially sufficient – 38.0% of respondents, insufficient – 30.0%, 2.7% of students could not answer. We believe that the interest in studying the problem of students' motor activity has a positive tight connection with the interest of specialists-to-be in health-preservation competence in the chosen profession, which is quite logical.

The results of the survey of 277 students regarding the types of motor activities that provide a high emotional background during physical education classes show that the most positive emotions are experienced by students engaged in sports games, their share being 57.1%. A much smaller percentage is students who experience positive emotions in physical education classes while doing fitness (14.8%), gymnastics (11.8%), swimming (8.1%). The smallest share of students who experience positive emotions are students practicing martial arts (6.2%), weightlifting (5.8%), powerlifting (5.8%), rowing (4.6%), respectively (Fig. 1). We believe that students, being engaged in sports games during physical education classes, provide themselves with a high emotional background that positively affects the formation of their physical and mental health.

Since more than half of the surveyed students prefer sports games during physical education classes, we analyzed the selection of the kinds of sports games. The results of the survey show that the largest number of respondents, during physical education classes, prefer to play football (20.4%), basketball (15.2%), rugby (14.9%), volleyball (12.9%). A slightly lower number of survey participants wants to play handball (10.4%), futsal (10.1%), badminton (7.3%),

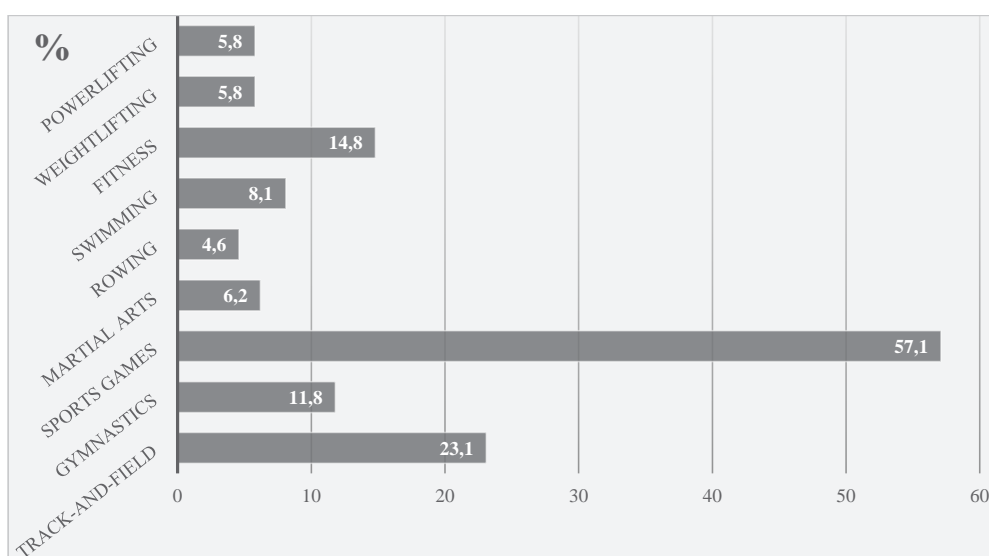


Fig. 1. Student survey answers about types of motor activity that provide high emotional background during physical education classes, %

table tennis (5.9%), and only 2.9% of surveyed students, unfortunately, do not want to play sports games during physical education classes (Fig. 2).

We emphasize that the interviewed students of higher educational establishment prefer to play almost all game-type sports; however, all varieties of sports in higher education establishment are not always available.

It should be noted that in higher educational establishments, organized physical-culture and health activities are not an object of interest of students. The analysis of the results of the survey shows that the largest number of students (37.5%) took an active part in the flash-mob dedicated to the day of “Physical Culture and Sports”, 30.3% of the respondents were involved in the physical-culture and health-improvement event “Quest”, 27.3% of students participated in the organized physical exercises “To the Day of Health”. A slightly smaller number of respondents preferred the following physical culture and health activities: “The Olympic lesson”, “Games of the Strong” in the format of a championship at the faculty, tug-of-war – 19.4%, 18.9%, 13.8%, respectively. The smallest number of the surveyed students (7.4%) were involved in the “Patriot Games” physical culture and health event (Fig. 3).

Based on the results of the survey, it was revealed that at Khmelnytskyi National University, these events are also more often chosen, as the largest number of the surveyed students (45.9%) participated in them. At Drohobych State Pedagogical University and National Pedagogical Dragomanov University, the largest number of students prefer the physical culture and health event dedicated to the day of “Physical Culture and Sports” – 36.6% and 34.6%, respectively; “Tug-of-war” – 32.4%, and “Quest” – 27.3%, respectively.

At present, students’ activity in various organized sports events plays an important role in the educational process in higher educational establishments. However, the results of the survey indicate that 76.0% of the surveyed students did not participate in various sports events organized at the higher educational establishment. A much smaller number of the surveyed students (12.3%) participated in competitions in a chosen sport between groups, 8.8% of respondents participated in competitions in a chosen sport between faculties, 1.8% of the surveyed students participated in competitions in a chosen sport between universities, only 1.1% of respondents participated in all-Ukrainian competitions, and none of the surveyed students participated in international competitions (Fig. 4).

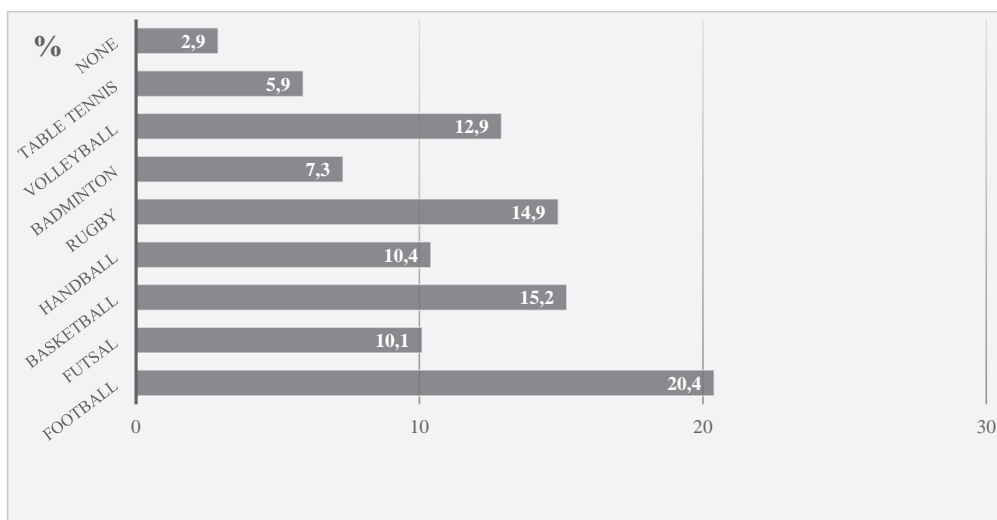


Fig. 2. Student survey answers about types of sports games preferences for physical education classes, %

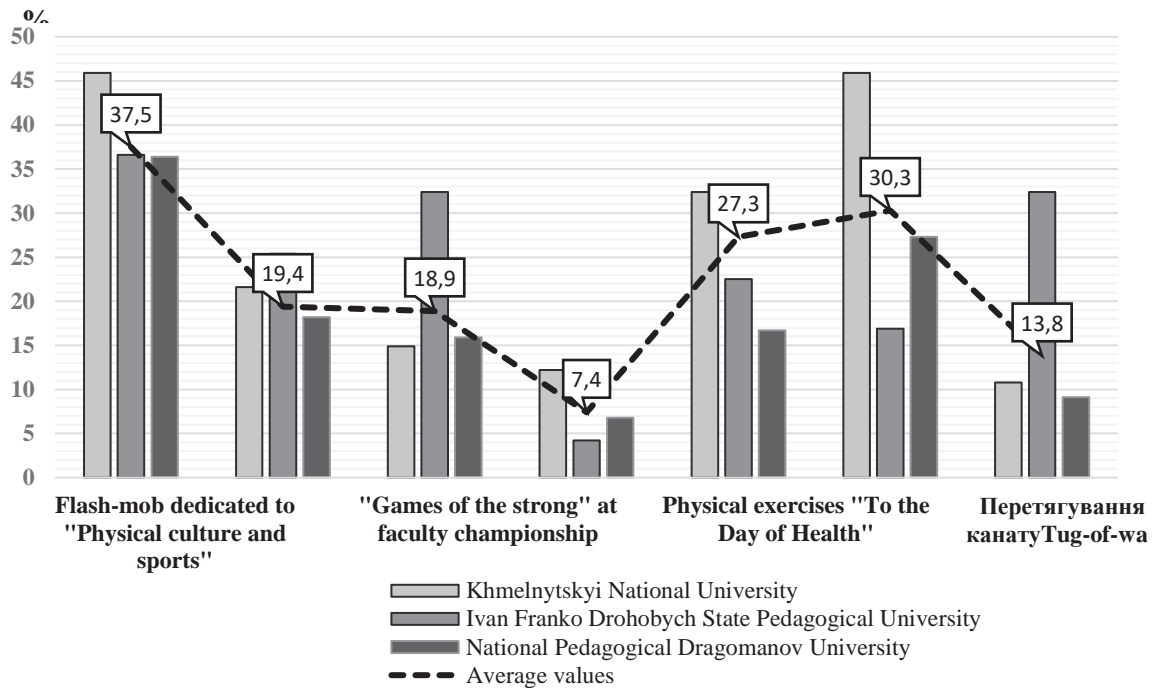


Fig. 3. Participation of students in organized physical-culture and health-improvement events in higher educational establishments

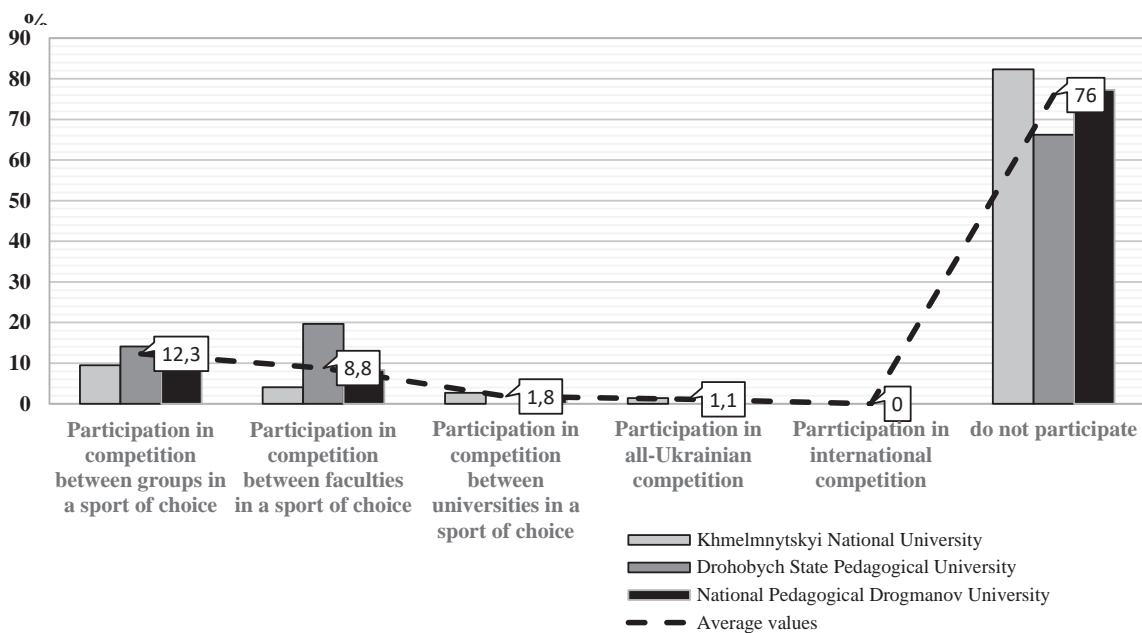


Fig. 4. Participation of students in various sports events organized in higher educational establishments

It should be noted that higher educational establishments need to increase the activity of students in various sports events, improve their

interest and desire to participate in competitions between groups and faculties, which will make it possible in the future to select students for

groups to improve sports skills and compete at all-Ukrainian and international competitions glorifying their educational establishment.

In higher educational establishments, classes in the chosen sport are cultivated, which is evidenced by the results of the student survey, namely: 90.8% of students noted that the priority among all sports was given to football, 77.3% – volleyball, 64.6% – basketball, and 57.9% – handball. Less than half of the surveyed students mentioned futsal, table tennis and badminton – 45.4%, 42.8%, and 24.9%, respectively. The least number of students mentioned rugby – 15.6%. It should be noted that 83.1% of surveyed students have an opportunity to play sports during physical education classes according to the schedule, 15.7% of students occasionally have an opportunity to play sports during physical education classes, and 1.2% of the respondents do not have an opportunity to play sports during physical education classes.

The analysis of the survey results of student specialists in philology shows that playing sports games has a significant impact on the human body, as 68.6% of the surveyed students believe that playing sports games contributes to health strengthening and preservation, 45.7% of students indicate that it ensures harmonious development, 20.8% of respondents – development of moral and will-power qualities, 20.7% of students – development of vital motor skills.

The survey of student specialists in philology made it possible to establish that most of them (43.3%) have insufficient weekly amount of physical activity, 27.8% of the surveyed students state that it is partially sufficient, and only 22.1% of students consider their weekly amount of physical activity to be sufficient. 6.8% of students found it difficult to answer about their own weekly volume of motor activity.

Discussion. According to researchers R.I. Boychuk, V.I. Kovtsun, M.Yu. Korop, I.L. Belyavskiy (2017), sports games, in combination with means of general physical training, professional drills, theoretical classes, are an effective means for improvement of those physical, mental and special qualities that specialists-to-be need in professional activity [1].

The results of our research confirm opinion of O.H. Hladoshchuk (2015), H.W. Kohl, T.D. Murray (2012) about the fact that modern educational system, which is developing under conditions of status response to human needs, must find its place and opportunities for self-realization in the new global space; with its guidelines, it begins to view not only knowledge, abilities and skills, but also general physical, psychological, and moral component of a person, since general focus on the harmonious development of personality defines the main goal of modern education as the development of individual's capabilities needed in professional activity and society, included in social and values activities [4; 17].

We agree with opinion of N.N. Zavydivska and O.V. Khanikyants (2016), who state that organization of physical education should facilitate the shift of focus from improvement of their physical fitness and increase of the level of development of physical qualities to the methodology, which makes it possible to form students' preventive initiative, rehabilitation capacity, and recreational preferences regarding their health [6].

The results of our research confirm the opinion of M.O. Nosko and O.A. Arkhipova (2015) who note that: "Sports gaming activity pertains a person almost entire life, while motor activity, a high emotional background, a constant variable of conditions for performing motor actions, situations modeling and decisions making in a limited period of time draw students' attention to sports games. Emotionality of game situations greatly eases the issue of physical workload dosage, while the variety of motor actions and their execution in a limited period of time presents significant requirements for the development of physical qualities. At the same time, flexibility, agility, coordination of movements on the background of manifestation of speed and strength qualities, endurance provide the necessary physical fitness of students" [10].

We agree with the statement by T.V. Malenyuk and A.V. Kosivska (2015) that "academic classes in physical education do not meet the needs of young people and are aimed at general physical training in traditional sports, instead,

training classes allow students to independently choose a sport in which they want to improve themselves, test themselves in a new endeavor, while teachers are stimulated to learn new trends in their professional field" [8].

Conclusions. Thus, the need to develop students' motor activity by means of sports games in the educational environment of a university gains further importance as an academic issue. It was indicated that in recent years in of higher educational establishments, there has been a significant reduction in the amount of training hours in the discipline of "Physical education", which has led to a decrease of the role of physical culture in the formation of personality of a modern specialist, a decrease of motor activity of students and deterioration of their health. The analysis of academic references shows that the

modern principles of physical education and didactic tasks of the discipline of "Physical Education" need to be modernized through transformation of the content of the curriculum and scientific and methodical, organizational, material and technical mechanisms of its support, improvement of the effectiveness of physical education and sports outside the classroom.

The authors emphasize the fact that development of health-improvement and recreational activity of students by means of sports games in educational environment of a university promotes formation of their motor qualities, behavioral skills in a group of youngsters, ability to assess sports situation and make decisions.

Conflicts of interest. The authors report no conflicts of interest.

Література

1. Бойчук Р.І., Ковцун В.І., Короп М.Ю., Белявський І.Л. Спортивні ігри в системі професійно-прикладної фізичної підготовки майбутніх фахівців нафтогазової справи. *Вісник Чернігівського національного педагогічного університету. Серія : Педагогічні науки*. 2017. Вип. 143. С. 259–262.
2. Бондаренко В.В., Квак О.В. Фактори формування здорового способу життя студентів. *Наука і освіта*. 2013. № 4. С. 83–85. URL: http://nbuv.gov.ua/UJRN/NiO_2013_4_22.
3. Бухвал А.В., Самчук О.М. Стан здоров'я студентів вищих навчальних закладів. *Фізичне виховання, спорт і культура здоров'я у сучасному суспільстві*. 2009. № 3. С. 52–55. URL: http://nbuv.gov.ua/UJRN/Fvs_2009.
4. Гладошук О.Г. Рухова активність студентської молоді – шлях до професійного здоров'я. *Науковий часопис Національного педагогічного університету імені М.П. Драгоманова. Серія 15 : Науково-педагогічні проблеми фізичної культури (фізична культура і спорт)*. 2015. Вип. 5(1). С. 60–63.
5. Горобей М.П., Чалий О.С., Дерябікіна Т.В. Спортивні ігри як фактор формування культури здоров'я студентів. *Спортивні ігри*. 2017. № 2. С. 8–10.
6. Завидівська Н., Ханікянц О. Реорганізація системи фізичного виховання студентів вищої школи: проблеми й перспективи. *Фізичне виховання, спорт і культура здоров'я*

у сучасному суспільстві. 2016. № 1. С. 51–56. URL: http://nbuv.gov.ua/UJRN/Fvs_2016_1_11.

7. Коновалов В.В., Касьян А.В., Чередніченко А.В. Оптимальна рухова активність студентської молоді в початковий період навчання. *Слобожанський науково-спортивний вісник*. 2013. № 3. С. 16–19. URL: http://nbuv.gov.ua/UJRN/snsv_2013_3_6.

8. Маленюк Т.В., Косівська А.В. Секційні заняття – пріоритетна форма організації процесу фізичного виховання студентів (на прикладі шейпінгу). *Педагогіка, психологія та медико-біологічні проблеми фізичного виховання і спорту*. 2015. № 4. С. 38–43. URL: http://nbuv.gov.ua/UJRN/PPMB_2015_4_9.

9. Нетлюх Ю., Стефанишин Н., Парфенюк Л. Здоровий спосіб життя студентів та роль фізичної культури і спорту в ньому. *Проблеми формування здорового способу життя молоді : матеріали III Всеукраїнської науково-практичної конференції студентів, магістрів та аспірантів / під заг. ред. Р.Р. Сіренко*. Львів : Видавничий центр ЛНУ ім. Франка, 2011. 493 с.

10. Носко М.О., Архипов О.А. Організація занять з фізичного виховання студентів з розділу: спортивні ігри (волейбол). *Науковий часопис Національного педагогічного університету імені М.П. Драгоманова. Серія 15 : Науково-педагогічні проблеми фізичної культури (фізична культура і спорт)*. 2015. Вип. 3(1). С. 257–265. URL: [http://nbuv.gov.ua/UJRN/Nchnpu_015_2015_3\(1\)_82](http://nbuv.gov.ua/UJRN/Nchnpu_015_2015_3(1)_82).

11. Перекопський С., Порохненко О. Вплив рухової активності на емоційний стан студентів. *Педагогічні науки: теорія, історія, інноваційні технології*. 2016. № 3. С. 246–253. URL: http://nbuv.gov.ua/UJRN/pednauk_2016_3_32.

12. Савчук С.А., Хомич А.В. До питання про оздоровчі технології фізичного виховання студентів. *Фізичне виховання, спорт і культура здоров'я у сучасному суспільстві*. 2010. № 2. С. 38–41. URL: http://nbuv.gov.ua/UJRN/Fvs_2010_2_12.

13. Тисевич Т.В., Лойко Є.Є. Рухова активність – основа фізичного здоров'я: загальна тенденція рівня рухової активності серед студентів-медиків. *Art of Medicine*. 2020. № 4 (12). С. 124–127. URL: <https://art-of-medicine.ifnmu.edu.ua/index.php/aom/article/view/393>.

14. Хоменко А.О., Тимошенко В.В. Науково-методичні аспекти підвищення ефективності навчальних робочих програм з предмета «Фізичне виховання» у ВНЗ. *Духовність особистості: методологія, теорія і практика*. 2013. Вип. 2. С. 190–194. URL: http://nbuv.gov.ua/UJRN/domtp_2013_2_24.

15. Chacón-Cuberos R. et al. An Exploratory Model of Psychosocial Factors and Healthy Habits in University Students of Physical Education Depending on Gender. *International Journal of Environmental Research and Public Health*. 2018. Vol. 15, No. 11. P. 2430.

16. Cid L. et al. Motivational determinants of physical education grades and the intention to practice sport in the future. *PLOS ONE*. 2019. Vol. 14, No. 5. P. e0217218.

17. Kohl H.W. Foundation of Physical Activity and Public Health / H.W. Kohl, T.D. Murray. Champaign : Human Kinetics, 2012. 281 p.

References

1. Boichuk, R.I., Kovtsun, V.I., Korop, M.Yu., Bieliavskiy, I.L. (2017). Sportyvni hry v systemi profesiino-prykladnoi fizychnoi pidhotovky maibutnikh fakhivtsiv naftohazovoi spravy [Sports games in the system of professionally-applied physical training of future specialists in oil and gas industry]. *Visnyk Chernihivskoho natsionalnoho pedahohichnoho universytetu. Seriya: Pedahohichni nauky – Collection of academic papers of Chernihiv National Pedagogical University. Series: Pedagogical sciences*, 143, 259–262 [in Ukrainian].

2. Bondarenko, V.V. & Kvak, O.V. (2013). Faktory formuvannya zdorovoho sposobu zhyttia

studentiv [Factors of students' healthy lifestyle formation]. *Nauka i osvita – Science and world*, 4, 83–85. Retrieved from: http://nbuv.gov.ua/UJRN/NiO_2013_4_22 [in Ukrainian].

3. Bukhval, A.V., Samchuk, O.M. (2009). Stan zdorovia studentiv vyshchych navchalnykh zakladiv [Higher education students' state of health]. *Fizychnye vykhovannia, sport i kultura zdorovia u suchasnomu suspilstvi – Physical education, sport and culture in modern society*, 3, 52–55. Retrieved from: http://nbuv.gov.ua/UJRN/Fvs_2009 [in Ukrainian].

4. Hladoshchuk, O.H. (2015). Rukhova aktyvnist studentskoi molodi – shliakh do profesiinoho zdorovia [Students' motor activity: a way to professional health]. *Naukovyi chasopys Natsionalnoho pedahohichnoho universytetu imeni M.P. Drahomanova. Seriya 15: Naukovo-pedahohichni problemy fizychnoi kultury (fizychna kultura i sport) – Collection of papers of National Pedagogical Dragomanov University. Series 15: Scientific and pedagogical issues of physical culture (physical culture and sport)*, 5(1), 60–63 [in Ukrainian].

5. Horobei, M.P., Chalyi, O.S., Deriabkina, T.V. (2017). Sportyvni hry yak faktor formuvannya kultury zdorovia studentiv [Sports games as a factor of students' health culture formation]. *Sportyvni hry – Sports games*, 2, 8–10 [in Ukrainian].

6. Zavydivska, N. (2016). Reorhanizatsiia systemy fizychnoho vykhovannya studentiv vyshchoi shkoly: problemy y perspektyvy [Reorganization of the system of physical education of students in high school]. *Fizychnye vykhovannia, sport i kultura zdorovia u suchasnomu suspilstvi – Physical education, sport, and health culture in modern society*, 1, 51–56. Retrieved from: http://nbuv.gov.ua/UJRN/Fvs_2016_1_11 [in Ukrainian].

7. Konovalov, V.V., Kasyan, A.V., Cherednichenko, A.V. (2013). Optymal'na rukhova aktyvnist' students'koyi molodi v pochatkovyy period navchannya [Optimal motor activity of student youth in the initial period of study]. *Slobozhans'kyy naukovo-sportyvnyy visnyk – Slobozhansky scientific and sports bulletin*, 3, 16–19. Retrieved from: http://nbuv.gov.ua/UJRN/snsy_2013_3_6 [in Ukrainian].

8. Maleniuk, T.V., Kosivska, A.V. (2015). Sektsiini zaniattia – priorytetna forma orhanizatsii protsesu fizychnoho vykhovannya studentiv (na prykladi sheipinhu) [Group classes as a priority form of organization of

students' physical education process (based on shaping)]. *Pedahohika, psykhologhiia ta medyko-biologichni problemy fizychnoho vykhovannia i sportu – Pedagogy, psychology, and medical and biological issues of physical education and sports*, 4, 38–43. Retrieved from: http://nbuv.gov.ua/UJRN/PPMB_2015_4_9 [in Ukrainian].

9. Netliukh, Yu., Stefanyshyn, N., Parfeniuk, L. (2011). Zdorovyi sposib zhyttia studentiv ta rol fizychnoi kultury i sportu v nomu [Healthy lifestyle of students and the role of physical culture and sport in it]. *Problemy formuvannia zdorovoho sposobu zhyttia molodi: materialy III Vseukrainskoi naukovopraktychnoi konferentsii studentiv, mahistriv ta aspirantiv – Issues of youth's healthy lifestyle formation: proceedings of the III all-Ukrainian scientific and practical conference for undergraduate, graduate, and post-graduate students*, 493 [in Ukrainian].

10. Nosko, M.O., Arkhypov, O.A. (2015). Orhanizatsiia zaniat z fizychnoho vykhovannia studentiv z rozdil: sportyvni ihry (voleibol) [Organization of classes in physical education in the category sports games (volleyball)]. *Naukovyi chasopys Natsionalnoho pedahohichnoho universytetu imeni M.P. Drahomanova. Serii 15: Naukovo-pedahohichni problemy fizychnoi kultury (fizychna kultura i sport) – Collection of papers of National Pedagogical Dragomanov University. Series 15: Scientific and pedagogical issues of physical culture (physical culture and sport)*, 3(1), 257–265. Retrieved from: [http://nbuv.gov.ua/UJRN/Nchnpu_015_2015_3\(1\)_82](http://nbuv.gov.ua/UJRN/Nchnpu_015_2015_3(1)_82) [in Ukrainian].

11. Perekopskyi, S., Porokhnenko, O. (2016). Vplyv rukhovoï aktyvnosti na emotsiinyi stan studentiv [Impact of motor activity on students' emotional state]. *Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnologii – Pedagogical sciences: theory, history, innovation technologies*, 3, 246–253. Retrieved from: http://nbuv.gov.ua/UJRN/pednauk_2016_3_32 [in Ukrainian].

12. Savchuk, S.A., Khomych, A.V. (2010). Do pytannia pro ozdorovchi tekhnologii fizychnoho vykhovannia studentiv [On the issues of health-improvement techniques of students' physical education]. *Fizychno vykhovannia, sport i kultura*

zdorovia u suchasnomu suspilstvi – Physical education, sport, and health culture in modern society, 2, 38–41. Retrieved from: http://nbuv.gov.ua/UJRN/Fvs_2010_2_12 [in Ukrainian].

13. Tysevich, T.V., & Loiko, E.E. (2020). Rukhova aktyvnist' – osnova fizychnoho zdorov'ya: zahal'na tendentsiya rivnyia rukhovoyi aktyvnosti sered studentiv-medykiv [Physical activity is the basis of physical health: the general trend of the level of physical activity among medical students]. *Art of Medicine – Art of Medicine*, 4 (12), 124–127. Retrieved from: <https://art-of-medicine.ifnmu.edu.ua/index.php/aom/article/view/393> [in Ukrainian].

14. Khomenko, A.O., Tymoshenko, V.V. (2013). Naukovo-metodychni aspekty pidvyshchennia efektyvnosti navchalnykh robochykh prohram z predmeta «Fizychno vykhovannia» u VNZ [Scientific and methodological aspects of efficiency improvement of educational programs for “Physical education” classes in higher educational establishments]. *Dukhovnist osobystosti: metodolohiia, teoriia i praktyka – Personality spirituality: methodology, theory, and practice*, 2, 190–194. Retrieved from: http://nbuv.gov.ua/UJRN/domtp_2013_2_24 [in Ukrainian].

15. Chacón-Cuberos, R. et al. (2018). An Exploratory Model of Psychosocial Factors and Healthy Habits in University Students of Physical Education Depending on Gender. *International Journal of Environmental Research and Public Health*, 15 (11), 2430.

16. Cid, L. et al. (2019). Motivational determinants of physical education grades and the intention to practice sport in the future. *PLOS ONE*. Vol. 14, No. 5. P. e0217218.

17. Kohl, H.W. *Foundation of Physical Activity and Public Health*. Champaign: Human Kinetics, 2012. 281 p.

Прийнято: 22.04.2024

Опубліковано: 10.06.2024

Accepted on: 22.04.2024

Published on: 10.06.2024