



# Organization of physical education in the blended learning

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## Abstract

**Objective of the study** was to develop a model for the organization of physical culture and sports in the process of blended learning.

**Results and conclusions.** The purpose of the model is to provide accessibility and increase the level of students' motivation for physical activity.

The developed model is based on such conceptual approaches of pedagogical activity as synergetic, person-centered and systemic. The article provides a theoretical substantiation of the application of these approaches in the process of physical education of various groups of students, and also presents the organizational, meaningful, motivational and productive components of the model.

The results of the implementation of the developed model are presented by subject results (knowledge of the role of physical culture and sports in modern society; the ability to use the self-control method to determine the level of health and physical fitness; maintain the proper level of physical fitness by regularly doing physical exercises), personal results (sustained interest and positive attitude to motor activities), meta-subject results (the ability to use the acquired knowledge and formed motor skills to ensure full-fledged social and professional activities).

**Keywords:** *physical education, blended learning.*

**Introduction.** Currently, due to the transition to online learning in the practice of specialists in physical culture and sports, a large number of materials have been developed for organizing classes in a remote format (these include plan notes, videos for independent motor activity of students, etc.), as well as the necessary skills to work in the electronic information and educational environment.

In our opinion, the totality of the developed means, methods and technologies should not be lost after returning to the traditional format of conducting physical culture and sports classes - one should work effectively in terms of promoting a healthy lifestyle of students and promoting their optimal physical activity.

**Objective of the study** was to develop a model for the organization of physical culture and sports in the process of blended learning.

**Results of the study and their discussion.** Distance learning with the use of modern information and communication technologies led to the creation of a new educational environment, which, within the framework of training, provided an opportunity for students to independently acquire knowledge in the context of constantly updated information. Students, having the opportunity to study remotely, are practically not limited by spatial and temporal boundaries, which allows them to form physical culture at any convenient time. At present, these characteristics can be used in the process of independent physical activity, which will help increase the motivation for physical exercises and maintain a healthy lifestyle of students.

Figure 1 shows the developed model of organizing the process of physical education of various groups of



students in conditions of blended learning, let's consider its structural elements.

The purpose of the model is to provide accessibility and increase the level of students' motivation for physical activity. The developed model is based on such conceptual pedagogical approaches as synergetic, person-centered and systemic.

According to I.R. Prigogine (1986), synergetics is a modern theory of self-organization, a new worldview associated with the study of the phenomena of self-organization, non-linearity, non-equilibrium, global evolution, the study of the processes of formation of "order through chaos" [3].

Self-organization of the system, in turn, allows you to create new connections between its elements, which is a transition from instability to stability, as well as self-development of the educational system, not only due to external attached, but through the use of existing elements [6]. Thus, the process of physical education,

as a pedagogical system based on a synergistic approach, allows us to consider it from the point of view of "openness", orientation towards self-development and self-improvement [1].

The synergetic approach in pedagogical activity is closely related to such properties of the modern educational process as multivariance and diversification, which involve a variety of educational programs and conditions for their independence of choice, as well as the pace of learning.

In connection with the foregoing, it can be observed that the synergetic approach is closely related to systems theory, that is, to the systems approach. In the works of T.G. Trushnikova (2014) states that the systematic approach considers the pedagogical process as a single system aimed at studying the patterns and essence of such categories of pedagogy as education and training. A systematic approach reveals a complex of interrelated forms, means and methods aimed at creative development, as well as at the formation of a person's worldview. The orientation of the educational process to a systematic approach allows you to master the educational material in the shortest possible time [7].

To implement a systematic approach, it is necessary to rely on its basic principles: orientation towards the conscious mastering of the material; the interconnectedness of mastering the topics of the curriculum; continuity of the learning process at different stages of personality formation (kindergarten, school, university, postgraduate education); mastering the educational material in a spiral way (in case of insufficient mastering of the topic, do not move on to the next one, but return to it, achieve its assimilation and then continue studying in accordance with the curriculum); the use in the educational process of a form for remote work using modern information learning systems; orientation to the internalization of moral qualities, the desire for self-development and self-improvement.

It should be noted that a systematic approach in pedagogical activity plays a role not only in systematizing the elements of the system (determining their place and location in it), but also in their hierarchy, revealing interdependent relationships that imply the creation of more effective educational activities.

In the process of physical education of various groups of students, in addition to the implementation of the competence-based approach, one should not forget about the implementation of the humanistic approach, which is aimed at choosing and implementing

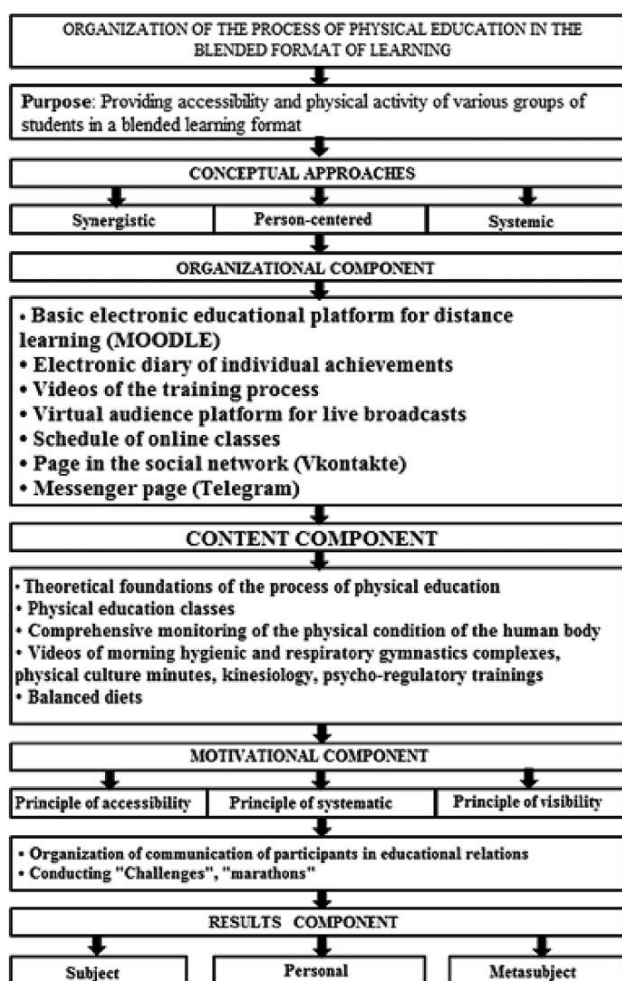


Figure 1. The model of the organization of the process of physical education of various groups of students in a mixed learning format



an individual trajectory of the educational route, at self-actualization and self-development of the individual. In the works of A.Kh. Maslow, K.R. Rogers, D. Freiberg, a self-actualizing personality is characterized by adequate self-esteem, a desire for self-knowledge, such a person is the main creator and expert of his own life, who can take responsibility for his actions [2, 5]. Therefore, today, in our opinion, it is necessary to move from the implementation of a person-oriented to a person-centered approach, which, in addition to the individual characteristics of a person, also takes into account his motivational component, where the person acts as the subject of his own life and the "center" of his own development.

These concepts make it possible to highlight the differences between the individual approach and the process of individualization of education, which lie in the degree of pedagogical influence on the student. In the organization of physical education based on the process of individualization and a personality-centered approach, the teacher acts as an observer, assistant and tutor, providing "tools" for educating the spiritual and developing the physical abilities of an individual student, selected on the basis of his individual characteristics and obtained in the subject-subject dialogue system. relations. In the conditions of modern education, it is necessary to focus on the process of individualization, aimed at the knowledge and development of the potential of the individual, and as a result, on the process of its self-actualization.

Considering the organizational, content and motivational components of the developed model for the implementation of the process of physical education of various groups of students in conditions of blended learning, one can single out their main criteria (Fig. 1). These criteria were obtained from the results of a survey of students, schoolchildren and parents of preschoolers. An analysis of the respondents' answers showed that they needed additional information about the means of physical development and active recreation, which was directly reflected in the content component of the model (providing plan notes and videos of morning hygienic and respiratory gymnastics complexes, physical culture minutes and pauses, kinesiological exercises and etc.). Also, the respondents had a need to provide information using social networks and instant messengers, such as VKontakte and Telegram [4].

As a motivational component, the model considers the organization and holding of "challenges" and "marathons" for the development of motor actions and the

development of physical qualities. In the educational process, the communication of its participants is important, in this regard, the holding of "challenges" and "marathons", as well as the creation of an electronic online platform can be an addition to the traditional system of communication of participants in educational relations.

**Conclusions.** The results of the implementation of the developed model are presented by subject results (knowledge of the role of physical culture and sports in modern society; the ability to use the self-control method to determine the level of health and physical fitness; maintain the proper level of physical fitness by regularly doing physical exercises), personal results (sustained interest and positive attitude to motor activities), meta-subject results (the ability to use the acquired knowledge and formed motor skills to ensure full-fledged social and professional activities).

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