



# Components of the pedagogical model of the development of the coordinating abilities of students aged 7-10 in special correctional and general educational schools

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## Abstract

**Objective of the study** was to develop a pedagogical model (structural components) of the process of developing the coordination abilities of children aged 7-10 in special correctional and general education schools based on their psychophysiological parameters.

**Methods and structure of the study.** The study was performed at the laboratory of the Department of Anatomy and Sports Medicine of the Kuban State University of Physical Culture, Sports and Tourism, gymnasium No. 18, school No. 63 and a special correctional boarding school in Krasnodar. The survey involved 311 healthy junior schoolchildren aged 7-10 years (boys - 149, girls - 162) and 96 (boys - 49, girls - 47), peers suffering from sensorineural hearing loss (III-IV degree). To achieve the formulated goal, psychophysiological parameters were determined in the observed children. Also used: analysis of scientific literature, pedagogical testing, modeling (logical), design. Students participated on a voluntary basis, informed consent was obtained from parents and representatives of children.

**Results and conclusions.** The proposed pedagogical model for the development of coordination abilities of students in special correctional and general education schools, taking into account psychophysiological indicators, implements the basic target settings, their solution, providing predictable improvements in the physical qualities of children 7-10 years old.

**Keywords:** 7-10 year old students, components of the pedagogical model, coordination abilities, auditory deprivation.

Introduction. Currently, various forms of physical education improvement of students have been updated in Russian education. Specialists offer a number of innovative pedagogical programs, the analysis of which allows us to conclude that they reflect the basic components of physical education in terms of projective, meaningful, and other settings, but some categories of physical activity related to psychophysiological, cognitive, and other spheres remain unresolved. development of the organism of younger schoolchildren [1, 2, 4-7]. The authors of these programs do not make significant fundamental proposals within the framework of the educational process in physical education, periodically complicating the practice of physi-

cal education teachers, reducing the effectiveness of the lessons of the academic discipline "Physical Education" [3, 8].

Thus, in the system of physical education of both general education and correctional schools, especially among primary school students, a problematic situation has formed, the basis of which is the dichotomy in regulatory documents when organizing the process of physical education of younger students in the aspect of the formation of physical qualities and the consistent formation of coordination abilities, with taking into account the psychophysiological parameters of children 7-10 years old. A consequence of the problematic situation is the need for a significant "addi-



tion" of physical fitness based on the consideration of psychophysiological influences to equalize the current situation. The foregoing predetermined the relevance of the study.

**Objective of the study** was to develop a pedagogical model (structural components) of the process of developing the coordination abilities of children aged 7-10 in special correctional and general education schools based on their psychophysiological parameters.

**Methods and structure of the study.** The study was carried out within the framework of the grant of the Kuban Science Foundation No. PPN-21.1/27 "Vector of adaptation of sensorimotor systems of children during the second childhood with varying degrees of auditory deprivation to educational physical education technologies".

The study was performed at the laboratory of the Department of Anatomy and Sports Medicine of the Kuban State University of Physical Culture, Sports and Tourism, gymnasium No. 18, school No. 63 and a special correctional boarding school in Krasnodar.

The survey involved 311 healthy junior schoolchildren 7-10 years old (boys - 149, girls - 162) and 96 (boys - 49, girls - 47), peers suffering from sensori-neural hearing loss (III-IV degree), equally divided into experimental groups (practically healthy and with auditory deprivation) and control groups of children involved in the traditional program (practically healthy and auditory deprivation).

To achieve the formulated goal, psychophysiological parameters were determined in the observed children. Also used: analysis of scientific literature, pedagogical testing (indicators of physical fitness), modeling (logical), design. Students participated on a voluntary basis, informed consent was obtained from parents, representatives of children.

Unfortunately, within the framework of one article it is technically difficult to display all the components of the pedagogical model of the process of developing the coordination abilities of students aged 7-10, containing projective, professional-competent, organizational-content, methodological-technological and control, a fragment of the study was taken, characterizing the basic means, used to form and achieve the goal, professional competence and organizational content components.

The professional competence component included:

- increasing the degree of professional compe-

tence of teachers teaching physical culture in educational institutions (webinars, master classes, round tables, lectures, seminars, methodological classes to promote the pedagogical model;

- building up pedagogical awareness of students' parents: organizing access to physical education lessons, manifesting videos about various types of physical education, introducing key elements of the theory of physical education, offering participation in competitive and festive events held by an educational institution, getting acquainted with the components and results of pedagogical models.

Organizational and content component.

The fundamental principles of the choice of means used as a result of the application of the pedagogical model were expressed as follows:

- assistance to teachers of educational institutions, students and their parents in building the content of the pedagogical model;
- acquisition of the content of the educational process with teaching aids to achieve the organization of the key elements of personal physical culture of students in elementary school - socio-psychological, intellectual and biological;
- "deepening" of the learning environment with textbooks and other materials that perform not only teaching, but also independent work of students;
- analysis of students' priority values for various types of physical activity, which contain a plurality of programs and auxiliary physical culture tools.

The organization of the means of formation in the directions was:

- establishing documents (program-normative) of federal significance;
- modern programs of physical education of students recognized in educational institutions;
- auxiliary educational programs containing: elements of gymnastics, acrobatics, sports games, track and field exercises;
- educational material used with the participation of parents at home, which is aimed at developing coordination abilities;
- research work related to the formation of students' coordination abilities;
- empirical "set" of the development of coordination abilities, taking into account psychophysiological indicators.

At the same time, the final version of the composition of physical education means is "in the hands" of the teacher.



**Results of the study and their discussion.** When using the pedagogical model, its effectiveness was assessed by the parameters of physical fitness of 7-10 year old students, the degree of motivation for physical education, the formation of basic movements.

A comparative analysis of the parameters of physical fitness of students in equally divided groups of general education and correctional schools showed that no differences were registered.

The obtained data on the degree of development of physical fitness and the formation of basic movements before and after the fulfillment of the formative pedagogical test (experiment) make it possible to draw the following conclusion: the presented pedagogical model is effective, since it is justified by a significant predominance of 7-10 year old students from the experimental groups according to the considered parameters of physical fitness; a significant improvement in the indicators of motor fitness and the technique of performing all basic movements; a certain advantage in terms of the level of motivation and needs for various types of physical education activities of students.

**Conclusions.** Thus, the proposed pedagogical model for the development of coordination abilities of students in special correctional and general education schools, taking into account psychophysiological indicators, implements the basic target settings, their solution, providing predictable improvements in the physical qualities of children 7-10 years old.

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