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Means and Methods of Forming a Positive Orientation to Physical Education and Sports in University Students

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Annotation: Forming a positive orientation towards physical education and sports among students of educational institutions, in our opinion, is a primary task for teachers. The test results indicate that the level of physical fitness of applicants does not meet the requirements. This article describes the general principles of physical education in the process of students' adaptation to physical activity.

Keywords: physical education, adaptation, physical activity.

The number of students entering universities who go in for sports is decreasing. One of the directions in solving this problem, in our opinion, is the introduction into the educational process of methods aimed at increasing the positive orientation towards sports among university students. Looking for active teaching methods, teaching through creativity is a social order of our society addressed to didactics , psychologists, and all teachers. Active learning methods are increasingly being used in higher education. Active teaching methods are understood as methods aimed at activating the cognitive activity of students, developing in them qualities necessary for a specialist, such as independence, efficiency and originality of thinking, cognitive activity, and the ability to connect theory with practice. Among them we can highlight problem-based presentation of material, the method of specific situations, gaming methods (business games) and programmed training. It is advisable to apply the listed methods in the process of physical training classes.

Improving the work of higher education follows the path of intensifying learning, i.e. improving the quality of subject learning and reducing the cost of teaching time; finding ways to increase cognitive interest, learning motivation, and creative activity of students; creating conditions for the consistent transition of students to a higher level of intellectual and creative activity, etc. Numerous studies conducted in our country and abroad show that the use of active forms and methods of learning can significantly shorten the path from acquiring knowledge to directly applying this knowledge in practice. The obvious effectiveness of using active teaching methods in the process of developing a positive orientation towards physical education and sports among university cadets allows us to raise the question of the advisability of their use in the educational process, in particular, in the process of cadets mastering theoretical knowledge, methodological skills.

Analysis of theoretical and experimental works in the field of application of active teaching methods in higher education allowed us to conclude that the most appropriate in relation to the purpose of our research is the use of methods of the so-called problem-model teaching: the method of problem presentation; method of specific situations; programmed training; game method.

The choice of problem-based learning methods, in order to increase the efficiency of the process of forming a positive orientation towards physical education and sports among university students, is due to the fact that it combines the principles of problem-based learning and game forms of training specialists. In higher education pedagogy it is considered. That the main disadvantage of the didactic system is too much emphasis on the presentation of the material to be studied and insufficient attention to the formation of creativity in students. The lack of creative moments in the activities of students with a very large amount of conceptual and factual material to be memorized causes a decrease in interest in learning and leads to the fact that a university graduate is sometimes lost in the face of complex tasks that are put before him in real life and which he needs to solve. A brief analysis of the

history of pedagogical sciences indicates that the improvement of the educational process is carried out in the direction of finding ways to increase the activity and cognitive interest of students.

The invaluable contribution of thinkers, scientists, and teachers to the development of pedagogical science indicates that the current didactic systems of higher education lay the foundations for the formation of creative principles in students. However, from the point of view of modern requirements, the scale and pace of their formation are very insufficient. The results of many studies in the field of pedagogy and psychology show that the more active and creative the work is, the better the content is remembered. What is a product of one's own mental activity is remembered easily and for a long time. From here it is quite obvious that only training that creates the opportunity for the participation of creative thinking can serve its development. It is impossible to develop creative thinking if the learning process does not involve its participation.

Problem-based learning is precisely the system that is consciously based on the laws of human creative thinking. Problem-based learning as a method is a set of techniques through which the teacher deliberately exacerbates the contradictions that are natural for the learning process in order to stimulate the cognitive activity of students, develop their logical thinking, creative activity and independence in the analysis and assessment of complex phenomena, in justifying and making practical decisions. The large amount of theoretical knowledge that university students need to master in physical education and the limited time lead to the fact that teachers of physical education departments, in the process of lecturing, strive to put as much information into it as possible, often without caring whether they will be learned. In other words, when giving a traditional lecture, the teacher does not have time to actively influence the mental activity of students. Using the method of problematic presentation of material, the teacher creates problematic situations in the lesson with the help of questions, i.e. such conditions in which students have a certain intellectual difficulty in finding the right solution, overcoming which requires the activation of mental activity and contributes to the emergence of interest and the desire to find the truth. When presenting educational material, it is necessary to create problematic situations with the help of various questions, that is, conditions in which students would have certain intellectual difficulties in finding the right solution. Overcoming these difficulties requires the activation of mental activity and contributes to the emergence of interest in students, the desire to find the truth by attracting previously acquired knowledge, skills and experience. In order for the lecture to be problematic in nature, it is advisable to prepare in advance a number of problematic questions on each topic, select contradictory examples from practice, and then, during the lecture, offer them for students to solve. The desire of individual teachers to put as much information as possible into the content of the lecture leads to the fact that students lose interest in it, are distracted and, as a result, do not have a clear understanding of this topic. The authors of many works highlight a number of rules for problematic presentation of material: – questions must be asked not for the purpose of identifying and assessing the students' knowledge of certain provisions, but so that it arouses interest, makes students think, and tries to resolve it; – when asking a question, you need to be sure that the students have some understanding of this problem, but the knowledge they have is clearly not enough to fully comprehend it; – when revealing the content of the topic, it is necessary to structure the presentation of the educational material in such a way that students have a desire to study the issue and understand this phenomenon on their own. Using the method of problematic presentation of educational material in the process of lecturing significantly increases the cognitive activity of students.

Experimental studies have shown that with problem-based learning, simple reproduction of acquired material improves by two times, updating knowledge in new conditions by three times, and solving complex creative problems by seven times. If the method of problem presentation is mainly used in the process of lecturing, then the method of specific situations or, as it is also called, the "discussion method" is used mainly in seminars and methodological and practical classes. Its essence lies in the fact that during a survey of cadets at a seminar, the teacher does not just ask questions and force them to answer them, but creates pre-prepared specific situations from the practice of physical training and sports , the content of which is problematic in nature. In order to resolve a particular problem situation, students must have specific knowledge. Those students who do not have this knowledge can acquire it

by participating in resolving the situation. The knowledge acquired in this way remains in the memory of cadets for a long time and is widely used by them in practical activities. The following types of specific situations can be used in the learning process: illustration situations; exercise situations; assessment situations; situations-problems. Illustrative situations are used to develop students' skills in making optimal decisions. Using a specific case study, a particular method of solving an organizational problem is demonstrated. Exercise situations are used to develop students' practical skills in determining the functional state of the body using functional tests, etc. In order to determine the level of knowledge on a particular issue, assessment situations are used in seminars and methodological and practical classes. Students are presented with a situation that provides several possible solutions. Options for solutions are announced to the students, and they, in turn, must determine and justify the most correct one.

Problem situations are offered to students to independently find a solution so that they can report it at the next lesson. As a rule, situations contain questions, the study of which is planned for the next lesson. Classes conducted using the method of specific situations are organized in such a way that each of them is devoted to analyzing and solving a situation on a specific topic in accordance with the curriculum. To do this, the teacher must have a sufficient set of all possible types of situations that reflect the specifics of the process of physical education and sports. In order to increase the efficiency of the process of developing theoretical knowledge, methodological skills and abilities in physical education among cadets, it is advisable to conduct a lesson using game teaching methods - "business games" after completing the study of a certain topic. According to many authors, the value of a business game as a teaching method is due to the fact that a person learns dynamic processes best, especially if he is personally involved in them. "Business game" is a classic method of teaching action. The game, in contrast to traditional teaching methods, not only conveys a certain amount of knowledge, but first of all develops the ability to analyze, synthesize and put into practice the information received. Business games allow you to best consolidate theoretical knowledge and methodological skills and significantly increase motivation for learning. The main structural element of a business game is a problem-practical situation. The situation may include elements of organizing and conducting sports training and sports competitions in various sports. The process of organizing and conducting a business game is quite complex and requires special preparation. The teacher must know and understand the specifics of this form of education and believe in the feasibility of its use. Along with problem-based learning and business games, programmed learning methods are being widely introduced into the practice of the educational process. Programmed learning is training according to a specially designed program, when not only the educational material is programmed, but also the way of studying it, the action of both the student and the teacher. The effectiveness of programmed training is achieved through better assimilation of a small dose of educational material, high density of methodological load through the organization of paired or group training, and the possibility of repeating a task many times. The use of technical teaching aids in the classroom increases the effectiveness of programmed training due to the repeated duplication of educational questions.

In conclusion, we note that, according to most authors, active learning methods can give a positive effect only in inextricable unity with traditional forms and methods of teaching. Forming a positive orientation towards physical education and sports is a complex psychological and pedagogical process that requires constant, painstaking work from teachers. The content, organization and methodology of developing theoretical knowledge, methodological skills and abilities in physical culture do not fully resolve the issue of developing a positive orientation. Very few studies have been conducted aimed at increasing the positive orientation towards physical education and sports among university students. Active forms and methods of teaching in the educational process in the discipline "Physical Culture and Sports" in universities, according to our research, are not sufficiently implemented.

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