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**ORGANIZATION OF PHYSICAL EDUCATION CLASSES AFTER  
SCHOOL HOURS IN PRIMARY SCHOOLS OF THE PEOPLE'S  
REPUBLIC OF CHINA AND THE REPUBLIC OF BELARUS**

**ОРГАНИЗАЦИЯ ВНЕКЛАССНЫХ ЗАНЯТИЙ  
ПО ФИЗИЧЕСКОЙ КУЛЬТУРЕ В НАЧАЛЬНЫХ КЛАССАХ  
КИТАЙСКОЙ НАРОДНОЙ РЕСПУБЛИКИ  
И РЕСПУБЛИКИ БЕЛАРУСЬ**

Physical education at school is a part of the general culture of society, one of the spheres of social activity aimed at strengthening health and developing the physical abilities of a person necessary for him in everyday life. [1]

At the same time, a number of controversial and unresolved issues remain in the problem of improving the effectiveness of physical education for preschoolers. The contradiction between the possibilities of physical education and the methodological level of its implementation is significant.

Being healthy is a natural human desire. Health means not just the absence of disease, but also physical, mental, and social well-being. To maintain health, a person simply needs to engage in physical education and sports, eat right and alternate between work and rest, and harden his body [2].

Physical education has a diverse effect on a person, affects the forms and functions of his body, causes the directed development of motor abilities, affects and forms many personal qualities. The scientific approach to physical education involves relying on the complex data of many sciences: natural and humanitarian, pedagogical, psychological, biological, medical, etc. [3]

Until relatively recently, the methodology of physical education included mainly empirical knowledge, directly based on practical experience. The very expression "the science of physical education" was hardly associated with anything serious enough for most. Now the severity of scientific problems of physical education is understood by representatives of various branches of science.

By now, a fairly wide range of scientific disciplines has developed that study physical education and related issues in various aspects. All of them are focused on ensuring optimization based on a comprehensive study

of the laws of physical education – increasing its effectiveness as a factor of directed human development. [4]

While working on our master's thesis «Comparative Analysis of the Organization of Classes Physical Education in Extracurricular Time in Primary Schools of the People's Republic of China and the Republic of Belarus», we developed a questionnaire for students in educational institutions in order to determine the more interested children are in physical education.

Questionnaire "Organization of physical education on the sixth day of school"

1. What would you like to do on the sixth day of school?
  - spend your free time at home from school
  - take part in school educational and sports events
  - attend clubs, sports sections
  - attend optional classes
  - attend stimulating classes
  - attend excursions
2. Which form of sports events is most interesting to you?
  - volleyball
  - competitions basketball
  - competitions tennis
  - competitions football competitions, mini-football
  - sports relay
  - races paramilitary relay
  - races pool classes
  - checkers and chess competitions
  - Other sports (specify)
3. How often do you attend school on Saturday?
  - Every Saturday
  - through Saturday
  - 1 time a month
  - very rarely
  - I do not visit at all
4. Where do you get information about the activities of the sixth school day?
  - the school's website
  - from teachers, the class teacher
  - stands of the school
5. Which of the events do you take part in with the greatest interest?
  - an event for my class
  - in a school-wide sports and mass event

Our experimental study involves working with schoolchildren and analyzing the data obtained.

Let's take the example of a football game.

All sports games have a specific set of activities and it is difficult for them to find an analogue in ordinary or even sports life. This is especially true of football, which, among sports games, is characterized by a very high variability of tactical and technical actions, energy capacity, conflict, and high requirements for precise and unusual foot coordination.

Tactics are the main content of the activities of football players during the game and the most important factor that, with approximately equal indicators of physical, technical, and moral-volitional readiness of two teams, ensures the victory of one of them.

At the same time, the success of implementing a tactical plan depends on the degree of technical skill and physical fitness of the players. Technology is the main means of putting tactical ideas into action. For example, the success of a team's attack depends on the quality of the strokes, leads, passes, and finishing shots made by the players. At the same time, the effectiveness of attacking (or defensive actions) is limited by the level of development of certain motor qualities in football players, in particular, speed: if techniques are performed at high speed, this creates all the prerequisites for a rapid breakthrough (or for the rapid construction of defensive formations). There is also feedback. So, the technical actions of the players will be effective only if they are subordinated to a certain tactical scheme. [5]

What research there is on this problem. With regard to studies examining the comparative analysis of the extracurricular organization of elementary school physical education in China and Belarus, although there may be relatively few specialized comparative studies directly targeting the extracurricular organization of elementary school physical education in the two countries, it is possible to distill some commonalities and points of difference from studies in related fields.

The following are the main points of the study based on the available information: Background and Significance of the Study. Research Content and Methodology Research Findings and Conclusions.

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## **SAND'S CLASSES ARE BASED ON A TECHNOLOGICAL APPROACH**

### **ТЕХНОЛОГИЧЕСКИЙ ПОДХОД В ОРГАНИЗАЦИИ ЗАНЯТИЙ ПО САНЬДА**

In pedagogical science, concepts such as "learning system", "educational model", "pedagogical technology", and "learning technology" are used.

Along with them, the terms "innovation model", "educational space", "learning environment", "scientific and educational environment", etc. are used. Increasingly, the following concepts are found in the literature: "technological approach", "information space", "information learning environment", etc. [1]

In this group of concepts, we are particularly interested in the concept of "pedagogical technology", which, according to some authors, is associated with the modeling, implementation and evaluation of the effectiveness of the learning process in order to increase its accessibility and quality.

The concept of pedagogical technology is used in the research of V. P. Bepalko, V. I. Bogomolov, A. A. Verbitsky, A. Ya. Savelyev, G. K. Selevko, N. F. Talyzina, D. V. Chernilevsky, V. V. Yudin, and others, who consider it as an integrated system that includes goals, content, and the learning process.

M. M. Levina understands pedagogical technology as a project of a system of consistent deployment of activities aimed at achieving the goals of learning and personal development of students.

As V. Y. Pityukov notes, pedagogical technology should be understood as an integrated system of conceptually and practically significant ideas, principles, methods, and means of teaching and upbringing, ensuring reliable and diagnosable results in the current period and in its subsequent reproduction and replication.