DETERMINATION OF SENIOR PRESCHOOLERS' LEVEL OF THE COGNITIVE COMPONENT OF PERSONAL PHYSICAL CULTURE

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Annotations

Physical education is the main objective of physical education in preschool educational institutions of the Republic of Belarus. This is an integral part of the successful improvement of a diversified personality, both in the field of physical culture and in the connection with other areas of life. In this regard, the issue of increasing the level of formation of physical education knowledge, an integral part of the cognitive component of personal physical education, is currently very relevant in the education system at all its levels. The modern system of preschool and general secondary education in the field of physical education is aimed at creating knowledge and ideas about physical culture among pupils as a part of the general human culture, revealing and developing child's physical abilities and, in general, increasing pupils' interest in sports. Currently, new views and theoretical and methodological approaches to the problem of physical education of preschoolers are emerging. Many experts in this field believe that it is possible to form an interest in physical culture in special conditions of kindergarten or out-of-school visits to sports sections. Other researchers see a solution to this problem in increasing the number of physical education classes or in educating the physical culture of the individual in a home environment. However, there is no generally accepted position in this regard. **Purpose:** to determine the physical needs, motives and values for physical culture of elementary schoolchildren attending day-care centers. **Materials and methods:** the organization of the study is represented by conducting a diagnostic questionnaire through test tasks developed by the authors, compiled taking into account the age characteristics of older preschool children on the basis of the Preschool Center for the Development of a Child in Chechersk. **Results:** the results of the study revealed the general level of formation of the cognitive component of personal physical education of older preschool children, as well as the most learned types of five basic physical education knowledge in boys and girls of preschool age: about physical exercise, health, personal hygiene, physical opportunities, the Olympic movement. Girls were found to have a higher overall level of physical education than boys in testing physical capabilities and the Olympic knowledge. **Conclusion:** without a balanced system of physical education knowledge a child cannot be an active and interested participant in physical education. Therefore, in order to solve this problem, it is very important for a teacher to understand not only the structure and content of this most important component of personal physical culture, to know the mechanisms for its formation, but also to possess the method of its diagnosis.

Keywords: cognitive component; senior preschoolers; physical education knowledge; personal physical education; physical culture of the individual; physical education environment; physical education thinking.

Анотація

Формування фізичної культури особистості є головною метою фізичного виховання в дошкільних установах освіти Республіки Білорусь. Це невід'ємна частина успішного вдосконалення різнобічно розвиненої особистості, як у сфері фізичної культури, так і у взаємозв'язку з іншими сферами життя. У зв'язку з цим питання підвищення рівня сформованості фізкультурних знань, невід'ємною складовою когнітивного

компонента особистісної фізичної культури, в наш час є вельми актуальним у системі освіти на всіх його щаблях. Сучасна система дошкільної та загальної середньої освіти в сфері фізичної культури спрямована на формування в учнів знань та уявлень про фізичну культуру як частину загальної культури людини, розкриття і розвиток фізичних здібностей дитини і, в цілому, підвищення інтересу учнів доспорту. В даний час виникають нові погляди і теоретико-методологічні підходи до проблеми фізкультурної освіти дошкільнят. Багато фахівців цієї галузі вважають, що формувати інтерес до фізичної культури можливо в особливих умовах дитячого саду або внеучебного відвідування спортивних секцій. Інші дослідники бачать вирішення цієї проблеми в збільшенні кількості занять фізичною культурою або ж у вихованні фізичної культури особистості в домашньому середовищі. Однак загальноприйнятої позиції з цього приводу не існує. **Мета:** визначити рівень сформованості когнітивного компонента особистісної фізичної культури старших дошкільників. **Матеріали та методи:** організація дослідження представлена проведенням діагностичного анкетування через розроблені авторами тестові завданнями, складені з урахуванням вікових особливостей дітей старшого дошкільного віку на базі ДУО «Дошкільний центр розвитку дитини м. Чечерська. **Результати:** анкетування дозволило побачити актуалізацію дев'яти фізкультурних потреб і цінностей в учнів. Максимальну значимість набули потреби у фізкультурному середовищі, фізкультурній тілесності і рухових уміннях і навичках. До фізкультурних мотивів, які не мають значущості для учнів, віднесені потреби в адекватній фізкультурній діяльності, підтримці здоров'я і фізкультурному мисленні. **Висновок:** без збалансованої системи фізкультурних знань дитина не може бути активним і зацікавленим учасником фізкультурної діяльності. Тому для вирішення цього завдання педагогу досить важливо розуміти не тільки структуру і зміст цього найважливішого компонента особистісної фізичної культури, знати механізми його формування, а й володіти методикою його діагностики.

Ключові слова: когнітивний компонент; старші дошкільнята; фізкультурні знання; особистісна фізична культура; фізична культура особистості; фізкультурне середовище; фізкультурне мислення.

Аннотация

Формирование физической культуры личности является главной целью физического воспитания в дошкольных учреждениях образования Республики Беларусь. Это неотъемлемая часть успешного совершенствования разносторонне развитой личности, как в области физической культуры, так и во взаимосвязи с другими сферами жизни. В этой связи вопрос повышения уровня сформированности физкультурных знаний, неотъемлемой составляющей когнитивного компонента личностной физической культуры, в настоящее время весьма актуален в системе образования на всех его ступенях. Современная система дошкольного и общего среднего образования в области физической культуры направлена на формирование у учащихся знаний и представлений о физической культуре как части общей культуры человека, раскрытие и развитие физических способностей ребенка и, в целом, повышение интереса учащихся к спорту. В настоящее время возникают новые взгляды и теоретико-методологические подходы к проблеме физкультурного образования дошкольников. Многие специалисты этой области считают, что формировать интерес к физической культуре возможно в особых условиях детского сада или внеучебного посещения спортивных секций. Другие исследователи видят решение этой проблемы в увеличении количества занятий физической культурой или же в воспитании физической культуры личности в домашней среде. Однако общепринятой позиции на этот счет не существует. **Цель:** определить уровень сформированности когнитивного компонента личностной физической культуры старших дошкольников. **Материалы и методы:** организация исследования представлена проведением диагностического анкетирования через разработанные авторами тестовые заданиями, составленные с учётом возрастных особенностей детей старшего дошкольного возраста на базе ГУО «Дошкольный центр развития ребёнка г. Чечерска». **Результаты:** результаты исследования позволили выявить общий уровень сформированности когнитивного компонента личностной физической культуры детей старшего дошкольного возраста, а также наиболее усвоенные виды пяти основных физкультурных знаний у мальчиков и девочек дошкольного возраста: о физических упражнениях, здоровье, личной гигиене, физических возможностях, Олимпийском движении. Было установлено, что у девочек общий уровень физкультурных знаний был выше, чем у мальчиков в результатах тестирования знаний о физических возможностях и об Олимпийском движении. **Заключение:** без сбалансированной системы физкультурных знаний ребенок не может быть активным и заинтересованным участником физкультурной деятельности. Поэтому для решения этой задачи педагогу весьма важно понимать не только структуру и содержание этого важнейшего компонента личностной физической культуры, знать механизмы его формирования, но и владеть методикой его диагностики.

Ключевые слова: когнитивный компонент; старшие дошкольники; физкультурные знания; личностная физическая культура; физическая культура личности; физкультурная среда; физкультурное мышление.

Introduction. Physical education is the main objective of physical education at school and preschool educational institutions of the Republic of Belarus. This is an integral part of the successful improvement of a diversified personality, both in the field of physical culture and in interaction with other spheres of life: education, science, sport, economics, etc. [1, 8, 5, 6, 9, 11, 12, 24, 25,].

At the same time, the formation of a child's personal physical culture consists in the fact that each young participant in the educational process, as a subject of activity, is educated in the field of physical culture, consciously appropriates and implements throughout his life her values not only as a need of his personality, but so that they become a need and his future children. The formation of a person's personal physical culture will solve socially important tasks of protecting their own health, the health of others, forming a high level of physical fitness and training, understanding the processes taking place in the field of physical culture of society, when using means of physical education [3, 7, 8, 10, 13, 17, 19].

The generalization of the diversity of the components of the preschool's personal physical culture, its basic foundations, will make it possible to determine the direction in the work on physical education more accurately, the development of in-depth theoretical, methodological and scientific knowledge in the field of the formation of the physical culture of senior preschoolers' personality and children of primary school age, the determination of knowledge level and skills necessary for their normal vital activities [2, 14-16, 26-29]. To date, many studies have been conducted both to identify the essence of the person's physical culture and to form it at various stages of human life [18, 20-23, 30- 32].

An analysis of the definitions of "personal physical culture" or "physical culture of the individual" shows that most modern scientists and specialists in the field of physical culture believe that the main content of these concepts are the ideas of each child about physical culture, health and a healthy lifestyle; his basic knowledge and skills; motives and needs; interest in physical culture; regularity and systematic exercise and sports; level of physical fitness [7, 10, 13, 15, 17, 29].

In this regard, it is possible to define the "basic" or "basic" content and structure of the concept of "personal physical culture," which is a multi-component system education (Fig. 1).

1) cognitive (intellectual) component: level of knowledge assimilation, volume of knowledge, ability to transfer and explain;

2) a need-motivation (socio-psychological) component: interest, motives, needs;

3) physical (actually biological) component: physical development, physical fitness, functional fitness, mental performance, emotional-will qualities [10, 17].

In this article, special attention will be paid to the cognitive component of personal physical culture. The term "cognitive" refers to the concept of "cognitive" (cognition) - a person's property to the processing and perception of information. The cognitive component in the structure of personal physical culture is characterized by an individual level of knowledge in the field of physical culture.

The principle of consistency is adhered to the diagnosing the level of child's cognitive component. This method is most used, in which the child is offered to solve a number of problems that increase in difficulty and taking into account the characteristics of the age of the study, as well as meet the requirements of the preschool educational program. At the same time, the results are taken into account only when the child independently solves the task, without

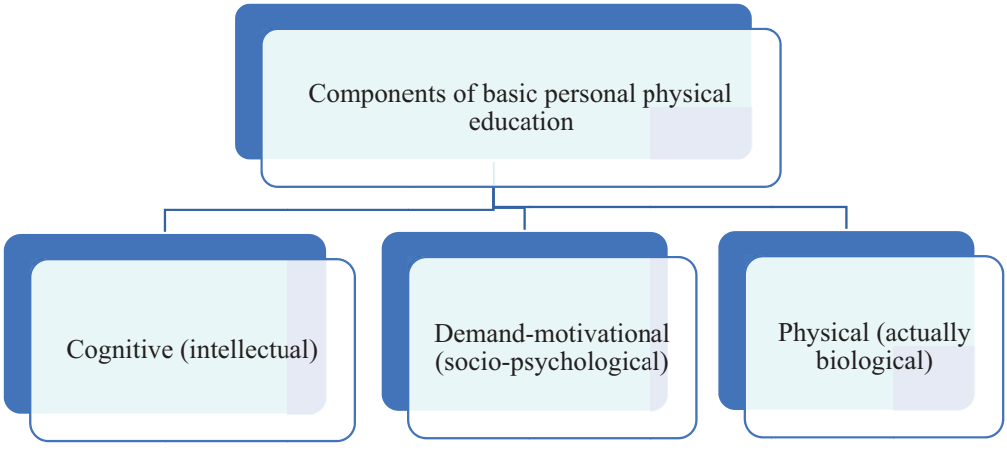

Fig. 1. The main structural components of personal physical culture [based on 7, 10, 13, 14, 17, 26]

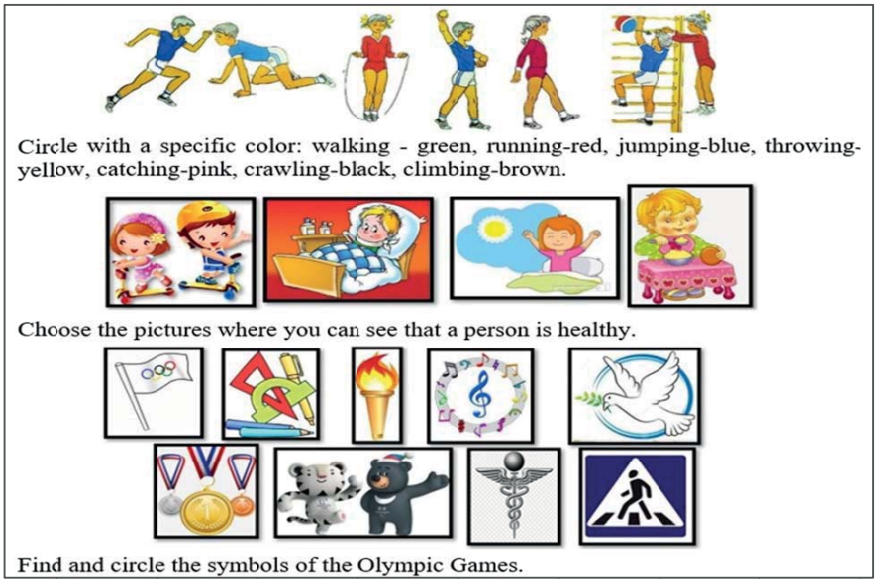

Fig. 2. Fragment of test task for determination of level of physical education knowledge formation

suggestive questions and guidelines of the adult [15, 28, 10].

Knowledge is considered as a generalized reflection of the objective world surrounding its reality in the mind of the child. Based on the analysis of scientific and methodological literature, the following sections of the basic minimum that a child of older preschool age should know can be distinguished [2, 14-16]:

1. Knowledge of physical exercises: main types of movements, names and initial positions of exercises and safety rules when performing physical exercises.

2. Knowledge about health, own physical condition and the means of influencing it: the main signs of health, knowledge about the daily regime and nutrition, the main means of hardening, knowledge about bad habits, harmful food and its impact on the body, knowledge about the signs of diseases and knowledge about your body.

3. Knowledge about personal hygiene: basic rules of personal hygiene, personal hygiene items and basic actions of hygiene procedures.

4. Knowledge about your own physical capabilities: the level of physical fitness, the reaction of the body to physical activity and the rules of independent organization of motor activity.

5. Knowledge of the Olympic movement: history of the Olympic Games, sports of the Summer and Winter Olympic Games and knowledge of the Olympic movement in the Republic of Belarus.

Table 1

Number of correct answers in test tasks

№ of test questions	Number of correct answers in test tasks				
	№1	№2	№3	№4	№5
1	7	3	4	4	4
2	6	7	4	3	5
3	7	3	3	3	3
4	7	4	3	3	14
5	6	4	3	3	6
6	5	11	–	11	6
7	5	–	–	–	–
8	5	–	–	–	–
Result	48	32	17	27	38

Knowledge is one of the most important components of the physical culture of the individual. In the field of physical culture, they are a prerequisite for forming needs to consciously use and master physical exercises, as well as to treat their health properly, lead a healthy, active lifestyle and observe personal hygiene. The completer and more accurate pupil's knowledge, the higher the quality and result of the formation of motor skills and skills in physical culture and health lessons [2, 15].

The formation of a wide range of knowledge in the field of physical culture, healthy lifestyle and sports

Table 2

Determine the level of knowledge by points scored

№ of the test	Low (1 point)	Average (2 points)	High (3 points)
1	1-14	15-30	31-48
2	1-10	11-21	22-32
3	1-5	6-11	12-17
4	1-9	10-18	19-27
5	1-12	13-25	26-38
Overall level	5-7	8-12	13-15

behavior lays the foundation for the formation of a cognitive component of the physical culture of schoolchildren in the educational process: a pupil, on his personal experience, is convinced of the need for means of physical education to satisfy his needs to be healthy, physically developed and prepared [14, 16].

The objective. The purpose of the study is to determine the level of formation of the cognitive component of the personal physical culture of senior preschoolers.

Materials and methods. The research was carried out on the basis of the Pre-School Center for a Child Development Child in Chechersk as a part of the final qualification work. The experiment was attended by 35 pupils of senior preschool age (15 boys and 20 girls), with I and II health groups and with the main physical education group.

The level of the cognitive component was determined using the questionnaire method through questionnaires with test tasks developed by the authors, compiled taking into account the age characteristics of older preschool children. The study used 5 tests in the following areas: knowledge about physical exercise, health, personal hygiene, physical capabilities and about the Olympic movement. A fragment of the test is shown in figure 2.

When developing test tasks, the methodological manuals recommended by the Ministry of Education were used: such as "My Capital" [4] and "Umneya-ka" [18]. Determination of the level of cognitive component formation was determined on the basis of the score (Table 1).

The results were processed on the basis of the following rules:

a) for each correct answer, 1 point is given;

b) if the child chose all options and the correct and wrong answer is not counted, set for the task 0 points, because most likely he did not understand the task;

c) if the child made a mistake, then 0.5 points are taken for each error, for example, 3 correct answers are selected and 1 wrong, then 2.5 points are set;

d) if all answers are incorrect in the task, then 0 points are put for the task, without taking away 0.5 points for each task.

A special scale, presented in Table 2, was developed for a more accurate assessment of the level of formation of each section, the cognitive component.

The total level is calculated after determining the level of knowledge for each section, by adding the points received for each section. The maximum score for the total level of knowledge is 15 points. The results of these tests are shown in table 3.

Table 3

Average knowledge of older preschool children

№	Types of knowledge	Sex	The result $\bar{X}\pm\sigma$	Level development	Overall level of development
1	Exercises	B	43,40±3,87	High	High
		G	43,76±3,29	High	
2	Health	B	27,00±3,23	High	High
		G	29,00±1,97	High	
3	Personal hygiene	B	14,00±1,77	High	High
		G	15,00±1,41	High	
4	Physical capabilities	B	15,60±4,03	Average	Average
		G	19,00±2,69	High	
5	The Olympic movement	B	21,67±3,69	Average	Average
		G	25,47±2,59	High	
6	Total level	B	13,13±0,92	High	High
		G	14,20±0,86	High	

We see that a high level of development of the cognitive component is observed in three out of five types of knowledge in boys and in all types in girls by analyzing the data obtained from the study. The average level of sports knowledge is observed only at boys in the results of testing on knowledge of physical capacities of – 15,60±4,03 (average) and in the knowledge of the Olympic movement – 21,67±3,69 (average).

When diagnosing knowledge in the field of physical culture in older preschool children, it was revealed that the overall level of formation of the cognitive component is at a very high level and amounted to 90.7% out of 100 possible. This indicates

Table 4

Level of cognitive component in senior preschoolers as a percentage of the total number of persons (n)

№	Level of knowledge	Boys, n=15		Girls, n=20		Total (n=35.)	
		quantity	%	quantity	%	quantity	%
1	High	13	86,7%	20	100%	33	94,2%
2	Average	2	13,3%	0	–	2	5,8%
3	Low	0	–	0	–	0	–

that the work of the head of physical education is carried out at a fairly high level and in the educational process of preschool physical education, classes were used to increase the level of children's knowledge in physical education.

The data presented in table 4 show that the level of cognitive component in older preschool children was: boys' high level – 13 pupils, an average level – 2 pupils; girls' high levels – 20 people. The total number of children with high levels – 33 pupils and with an average level – 2 pupils.

Conclusion. Summarizing the above, it should be noted that the problem of the formation and development of the cognitive component remains very urgent. The results of the obtained studies show a high level of development of physical education knowledge among senior preschoolers in the study group, which indicates in favor of a high level of organization of educational and physical education activities carried out in this preschool institution.

When developing the process of forming a cognitive component, it is recommended to focus on such sections as: knowledge of physical capabilities and knowledge of the Olympic movement, as according to the results of the study the lowest level of knowledge is observed in these sections compared to other sections.

It is recommended to pay more attention to the development of materials and to expand the variety of forms of physical education and recreation classes. They should be in a child-friendly form, bright and memorable. The greatest effect in memorizing the material is achieved with the help of visual aids, video materials or didactic games, as well as when conducting physical education and educational classes in the form of intellectual relay races.

The results of the study can be used by leaders of physical education in preschool institutions, and teachers of physical education and health in the lower grades, applying them in their lessons, in the development of sporting events, games, relay races, class leaders - when planning the themes of meetings with the class, coaches of sports sections, as well as parents of pupils' parents - when choosing certain sports and additional classes in physical education.

Conflict of interest. The authors declare that there is no conflict of interest.

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