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THE USE OF NEW TECHNOLOGIES TO BOOST PRIMARY SCHOOL CHILDREN'S PHYSICAL ACTIVITY

The rapid development of digital technologies has brought tremendous transformations in our lives, thus opening new prospects for reshaping traditional approaches to education in general and PE in particular. The existing possibility to constantly interact with digital platforms enables pupils to use technologies for social, leisure and learning purposes. Whereas many other school subjects have already been interrelated with new technologies in the classroom activities, it comes to be a little bit challenging for physical education lessons. Yet, when used in a proper way, it certainly enhances children's interest and promote motivation to practical PE lessons. Here are some recommendations of how to incorporate new technologies to boost primary school children's physical activity.

PE teachers should get children and parents convinced that physical activity and work out programs improve the cognitive functions of the brain, cultivate a champion's mentality to learn how to find a solution to the problem that seemed to be unsolved as well as set clear goals and find ways to achieve them. In other words, let the child "feel a sense of achievement" [2, p.1368].

This is especially imperative in view of the pandemic when PE teacher appears to be on the crossroad of how to integrate physical education lessons with other subjects of the school curriculum. The problem that arises refers to the recommendations concerning an adequate set of exercises suggested for the pupils to perform at home during distance learning. The general objective of these recommendations is to "foster convergence and guiding approaches in PE lessons" [4, p.153].

Accordingly, the interpretive note of *Recommendation 1* is that children can do the exercises at any time. If they wish, they can send their video of how they are able to perform the exercises. It is desirable to go out in the yard or in the park for walking or jogging, as well play sports in a team or individually. *Recommendation 2* contains certain guidelines for range of activities to focus on exercises to maintain muscle tone (legs, feet, back, abdomen, arms) as children's physical activity proved to be very low during quarantine period and provide them with sets of exercises to develop their coordination and flexibility. *Recommendation 3* suggests that each pupil should have his own game and sport equipment (ball, hoop, jump rope, tennis racket, etc.). *Recommendation 4* relates to the use of different videos that pupils watch on YouTube channel, Facebook, Instagram etc. as they are involved in that form of media. On the one hand, the usage of videos enables the children to view the techniques demonstrated, and on the other hand, when watching inspirational videos, encourage trainees to participate in sports activities. *Recommendation 5* suggests that children get an access to fitness Apps on their smartphones. The teacher can take a



benefit of it during PE lessons by means of using these apps for counting steps, measuring running distance or having other relevant data. However, in some schools the mobile phone policy is strict and in most cases these gadgets have been banned for the majority of schools to be used in the classroom. Yet, depending on what kind of activities you are planning to organize with your pupils enables you to find the right app that will work well at the lesson. *Recommendation 6* refers to virtual reality accessories that are gaining more popularity in sports and becoming popular with children. *Recommendation 7* relates to the active use of health monitors, i.e., pedometers and other types of trackers that can help trainees to collect health data about themselves. This can help the teacher get pupils acquainted with the principles of burning calories as well as understand how much they should exercise to burn off these calories get the optimal result [3]. Furthermore, the trainees can also be aware of how the exercise impacts the heart rate and also incorporate the effects of training on the heart rate.

Accordingly, all these comes to be achieved by following the PE curriculum and making lessons manageable and accessible for all trainees. At the same time, PE teacher should always be adaptable to make any changes needed before the lesson begins as well as in the mid-sessions. In this regard, the teacher's attention should always be focused on recognizing the following key factors: 1) PE lessons should be motivating for children thus, they should have a constant fun; 2) trainees should be well aware of new learning techniques; 3) children's health should always be a priority, and they should always be active and on the move at PE lessons. All these should be thought about when planning a PE lesson with taking into consideration the fact that primary school children enjoy playing games, and this keep them busy and active, providing the teacher with the time to set up. In this regard, he should also draw attention to the simplicity and duration of games, i.e. they are to be quick and easy to explicate [1; 4; 5]. For instance, throwing and catching a ball or relay races prove to be very productive and promising for younger children.

Another important issue to be mentioned in this context is to build up good relationships with pupils and act as a positive role model for them. These are PE lessons that give the teacher an exceptional opportunity to develop deep and thoughtful relationships with pupils and encourage them to cooperate and recognize both their own independence and teamwork. In this regard, the child is recognized as an equal member of the educational process and treated as a personality that proves the commonly accepted reflection of education being child-centered and empowering.

Thus, to improve learning outcomes and get pupils motivated to actively participate in sport activities the PE teacher should always stick in mind that it is his responsibility to guide children in school setting, provide young children with an opportunity to develop their physical skills as well as give them all necessary instruments to lead a healthy and physically active lifestyle.

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ЗАГАЛЬНА ХАРАКТЕРИСТИКА ІНШОМОВНОЇ ЛІНГВОСОЦІОКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ ТА ЇЇ КОМПОНЕНТІВ

Сьогодні актуальними є питання, що пов'язані з відображенням національної культури та історії тієї чи іншої мови. Безперечно, що іноземна мова відіграє важливу роль у накопиченні культурних досягнень, оскільки відображає національний характер і створює неповторний образ світу для людей, які використовують його як засіб спілкування, у мові зберігаються культурні цінності та спадщина багатомілітарної історії, відображаючись у лексиці, граматиці, фольклорі, літературних творах. Завдяки творам іноземних письменників ми можемо відчувати та зануритись у ту саму нову та не зрозумілу для нас атмосферу, саме тому одним із завдань вивчення іноземної мови у загальноосвітній школі є формування у учнів лінгвосоціокультурної компетентності.

Лінгвосоціокультурна компетентність – це здатність і готовність особистості до іншомовного міжкультурного спілкування [1, с. 24]. До її складу входять три великі гілки:

- 1) соціолінгвістична;
- 2) соціокультурна;
- 3) соціальна.