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Introduction. The use of outdoor games in physical education is an effective means of developing the affective and volitional sphere of personality. This type of motor activity promotes not only physical development, but also formation of positive emotions, development of volitional qualities and social skills. Moving games are an important element of physical education, as they help to satisfy the body's natural need for physical activity, have a favourable effect on the emotional state and general mood of students. They contribute to the development of such emotional qualities as joy, enthusiasm, compassion, solidarity, which are important for positive well-being and formation of emotional stability [1,3,4,5].

Summary of the main material. The modern realities of a fast-paced life and the stress and emotional overstrain that are its inherent companions have led to the interest of both state and educational science and practice in finding ways to preserve and maintain the health of citizens. Mental exhaustion has become one of the most pressing problems of our time, and physical activity is one of the ways to solve this problem.



Health is a prerequisite for the socio-economic and cultural development of the country's population. Stability of emotional health is primarily an opportunity for the full development of the individual in the intellectual, emotional and volitional, communicative, spiritual and moral aspects. Guided by the Constitution of Ukraine, the Law of Ukraine «On Education» and the Law of Ukraine «On Healthcare», it can be argued that maintaining and improving health is a key task of state policy.

Moderate physical activity allows a person to be emotionally stable and balanced in the face of constant adverse environmental influences. The issue of maintaining emotional resilience is particularly relevant for teachers, in particular physical education teachers, who work in stressful conditions and, at the same time, must teach their students to effectively overcome negative environmental factors [12].

Regular physical activity supports the health of the heart, brain and the whole body, improves thinking, learning and critical evaluation skills, increases overall well-being and is a prevention of non-communicable diseases. Adequate physical activity reduces symptoms of depression and anxiety and significantly improves mood.

In addition to its emotional impact, exercise also has a significant impact on a person's mood. Sports require stamina, perseverance, self-discipline and determination. During training, a person faces challenges that require concentration, self-control and the ability to achieve goals. Exercise helps develop strong volitional qualities such as self-discipline, endurance, perseverance and determination. Regular training helps to learn how to set and achieve goals, overcome difficulties and obstacles, and develop intrinsic motivation and self-control [2].



The impact of physical exercises on the emotional and volitional sphere of a person depends on various factors, such as the type of physical activity, duration and intensity of training, individual personality traits, etc. In order to achieve maximum positive results, it is necessary to choose the types of exercises and training that best meet the individual needs and capabilities of the personality [9].

Physical education teachers should take into account that the emotional state of a person has a significant impact on the quality and results of training. But this relationship is not one-sided. In turn, physical activity has a positive effect on the psycho-emotional state both at the biochemical level (during exercise, endorphins are released, which improve well-being, mood and give a feeling of mild euphoria) and at the psychological level (active training distracts from bad thoughts and prevents concentration on them) [13].

Due to the effect of physical exercises on the nervous and endocrine systems, students become more balanced, less prone to anxiety and stress, and the functional state of the thyroid gland improves.

As practice and research results show, the vast majority of people who exercise regularly hardly ever get sick and rarely lose their ability to work, and are less tired. They have higher performance, reaction time, agility, endurance, speed and productivity.

Sports significantly improves the quality of sleep, and sleep, in turn, is one of the most important recovery processes that reduces nervous stress. Exercise stimulates deeper sleep, which means that it reduces brain activity at night and improves rest, and eliminates depression. Obviously, sports activities reduce the emotional burden and the impact of depression on a person's life.

Physical activity improves concentration, cognitive function and self-discipline. It develops volitional qualities such as endurance and self-control. Exercise contributes to the overall improvement of physical and mental health,



self-esteem and confidence. Thus, exercise and training play an important role in the development of the emotional and volitional sphere, contributing to health, mental well-being and overall well-being.

The use of movement games in physical education is an effective means of developing the emotional and volitional sphere of a person. This type of physical activity contributes not only to physical development, but also to the formation of positive emotions, development of volitional qualities and social skills [8].

Moving games are an important element of physical education, as they contribute to meeting the body's natural needs for physical activity, have a favourable effect on the emotional state and general mood of students. They contribute to the development of emotional qualities such as joy, enthusiasm, compassion, solidarity, which are important for positive well-being and the formation of emotional stability.

Play is a historically developed social phenomenon, an independent type of activity that is inherent in humans. Play is deeply rooted in the culture of each individual nation. Its cultural identity can be identified by the games it plays and invents.

The game, as defined by M.M. Fitsula, is one of the forms of organisation of pupils aimed at improving health, increasing their motor activity, working capacity, hardening the body, and forming motor abilities [11].

I.I. Petrychuk emphasises that the game helps to involve even the weakest student in the learning process, because it reveals not only knowledge, but also dexterity and ingenuity. The author notes that the game helps to identify creative abilities, develop personal creative potential, raises self-esteem, and instils the ability to make independent decisions [3].

A.S. Yatskovets points out that, despite the existence of various concepts on the problems of play and play activities, they are all united in the fact that play



activity is inherent in all age groups, both students and adults experience significant sincere uplift and excitement in the process of play, because play is not fun, but one of the amazing phenomena of the culture of society and man [3].

V. Sukhomlynskyi wrote: «The game reveals the world to children, reveals the creative capabilities of the individual. Without play, there is no and cannot be full mental development. The game is a huge bright window through which a life-giving stream of ideas and concepts about the world around us flows into the child's spiritual world. The game is a spark that lights the fire of curiosity and love of knowledge» [10, p. 95].

Game as an element of culture is a social phenomenon. It is a relatively independent activity of children and adults that meets people's need for recreation, entertainment, cognition, development of spiritual and physical strength. Play is characterised by a vivid expression of emotions, creativity and initiative. Positive emotions can encourage participants to a high degree of activity and a creative approach to solving certain game tasks [7].

Game participants constantly interact and communicate with each other, which requires compliance with certain rules and regulations [3-5]. Thus, a teenager accumulates social experience of behaviour. If gaming activities take up a lot of time in the lives of older students, this supports the habit of behaving culturally. On the other hand, an optimistic tone of communication during the game, a positive emotional mood, as well as familiar game activities, lead to the naturalness of actions and deeds, which allows the teacher to judge the level of the student's culture of behaviour and see shortcomings.

The game reveals its creative nature through the interaction of real actions, imagination, personal experience and the search for new ways to reflect reality in a fictional game space (Table 1). Players recreate various aspects of life, creating a unique gaming experience that promotes creativity, imagination and cognitive skills.



Table 1

Analysis of creative activity in the game

Aspects of the game as a creative activity	Explanation
Reflection of life	The game creates a conditional environment for players to interact, where various actions and reactions are implemented. Players act realistically, and their feelings and experiences are genuine.
Imitation and imagination	The game involves imitating reality in a game environment. Players model situations, roles and interactions of characters using their creative imagination.
Combination of impressions and experience	The game allows you to combine different aspects of the player's life in a unique gaming context. The player becomes the creator of their own game world.
Creative idea and realisation of the game	The player actively develops the rules, plot, roles and interaction of the characters during the creation of the game. This process develops creativity and planning skills.

Despite the careful preparation of the game process, students often show an improvisational approach, not following the previous plan and roles. They express their current aspirations, which makes the game always unpredictable. It is important that play activities at school are not only entertaining, but also include educational potential. During the game, the teacher contributes to the achievement of educational goals and the development of initiative among students.



The game provides an opportunity to develop creativity, direct efforts to achieve goals, and teaches them to act together and take responsibility for their own actions. The game develops strong-willed qualities such as independence, perseverance, self-control, endurance and the will to win, which are important qualities for success in any business.

Different types of games can also have an impact on students' health and broaden their horizons. Outdoor games help to improve physical health, cognitive games stimulate mental development, develop analytical and creative abilities, and interest in various fields of knowledge and art. Thus, the game is not only a means of entertainment, but also a powerful pedagogical tool that shapes the all-round development and education of the individual.

The game manifests its pedagogical effect through various areas that it combines:

1) Simulation of life situations of struggle and rivalry: the game allows participants to feel the atmosphere of real struggle and competition, contributing to the development of strategic thinking skills, decision-making and increased volitional activity. Participants learn to overcome difficulties and challenges, which builds their resilience and determination.

2) Creating conditions for interaction and mutual assistance: the game actively promotes the development of communication skills, cooperation and mutual assistance. Participants learn to join forces, solve problems together and overcome challenges. This contributes to the development of empathy and positive interpersonal relationships.

3) Creating a community: the game creates a temporary community that can remain after the game is over. Joint efforts and mutual assistance generate positive emotions, bring participants closer together and create the basis for further community.



4) Departure from the rules of everyday life: the game allows participants to depart from the usual norms and laws by introducing their own rules of the game. This creates an opportunity to explore new ways to achieve goals, develop creativity and experiment [6].

The pedagogical impact of the game is important because it promotes the development of skills that can be useful in real life. It is an indirect method of educational influence. That is, the student does not feel like an object of the teacher's influence, but a full-fledged subject of activity. The game is a means where education turns into self-education [6].

In the game, all participants constantly interact and communicate with each other, which requires compliance with certain rules and regulations. Thus, the student accumulates social experience of behaviour. If game activities take up a lot of time in the lives of students, this helps them develop the habit of behaving in a culturally appropriate manner. On the other hand, an optimistic tone of communication during the game, a positive emotional mood, and familiar game activities make the actions and deeds of a person natural, which allows the teacher to judge the level of the student's culture of behaviour and see shortcomings.

Physical education is an integral part of the education of senior school students, focused on proper physical development, body hardening and teaching motor skills and abilities. One of the most effective forms of physical education is outdoor games, which occupy a special place in senior school. The game allows teachers to study each student in depth, identify individual characteristics, influence behaviour and develop educational qualities.

Moving games ensure positive physical development of students, contributing to the development of speed, agility, endurance, coordination, etc. These games also have a pedagogical effect that manifests itself in several ways. They simulate real-life situations of struggle and competition, create conditions for



interaction and mutual assistance, and help to form a community among participants. This community often persists even after the game is over, encouraging students to develop positive emotions and friendships.

Sports competitions, which are another form of physical activity, contribute to the development of the emotional and volitional sphere. Participation in competitions requires effort, self-control, perseverance, and the will to win. They develop such volitional qualities as independence, endurance, determination and others, which are important in any fruitful activity. Such competitions help adolescents improve their health and develop psychophysical qualities, as well as build team spirit, cooperation and mutual assistance.

Outdoor games and sports competitions have a significant educational impact, contributing to the development of students' moral and physical qualities. Such means of physical education contribute to the comprehensive development of various physical skills and abilities, as well as the skills of cooperation and teamwork. They create conditions for the development of physical qualities in connection with the performance of various motor tasks.

The pedagogical and health benefits of outdoor games are important aspects. Participation in a game requires physical effort, which contributes to muscle development, improves the functioning of the cardiovascular and respiratory systems. It is especially important that games contribute to the development of the nervous system and evoke positive emotions that affect the psychological state and relationships between players. For example, games or competitions held outdoors have additional health benefits.

The modern world poses many challenges to students, requiring developed emotional and volitional qualities to effectively overcome difficulties and achieve success. Outdoor games and sports competitions are a valuable tool for developing these qualities. For example, team sports competitions build responsibility,



cooperation and leadership. Games that require overcoming difficulties also develop willpower and endurance.

Conclusions. The use of outdoor games for the development of emotional and volitional sphere involves an individual approach to each pupil, taking into account his/her physical abilities and needs. Cooperative games that promote joint achievement of goals form communication and cooperation skills. In general, the use of outdoor games and sports competitions as a tool for developing the emotional and volitional sphere is an important pedagogical approach. These games contribute to the formation of emotional intelligence, cooperation skills and volitional endurance, which is necessary to overcome the challenges of the modern world.

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