

CONCEPTUAL FOUNDATIONS OF CLASSES WITH THE DISCIPLES OF SPECIAL MEDICAL GROUP IN SECONDARY SCHOOLS

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Annotation. *Purpose:* study and scientific rationale for new approaches to the organization of educational work with students of special medical group in secondary schools. *Material:* analyzed 15 scientific sources regarding the approaches of different authors to develop educational programs for students of special medical group. *Results:* focuses on the outstanding issues in a substantive, logistical and human aspects. Found that the selection of the content of educational material for special medical groups is an empirical question. Selection is carried out by copying the existing curriculum of physical culture for healthy children with an indication of the load reduction and exemption of complex elements. Established a complete absence of evaluation of educational achievements of pupils. Based on modern approaches to teaching students based on biomedical and didactic aspects: Leading defined function of each stage of training, fleshed main goals and objectives of the educational process, substantiated various kinds of sports activity, taking into account the diagnosis of diseases and the needs of students of different ages and gender. *Conclusions:* the main controversy in the decision of the designated problem. Substantiated leading features of each stage of training in special medical groups. A system of assessment of students' achievements.

Keywords: conceptual bases, online training, special medical team, curriculum, goals, objectives, training module.

Introduction

In official documents, which regulate functioning of educational establishments (Law of Ukraine On changes in Law of Ukraine "On physical culture and sports" № 1724-VI dt. 17.11.2009 Orders of ME&S of Ukraine №956 dt. 22.10.2008, №1008 dt. 06.11.2008, № 518/674 dt. 20.07.2009 as well as combined decision of collegiums of ME&S of Ukraine, Ministry of health protection, Ministry of family, youth and sports №13/1-2, 10, 11/1 dt. 11.11.2008) and in many works of scientists and pedagogues-practicians both domestic [4, 6, 7, 10, 11], and foreign ones [14-20] the problems of pupils' health improvement have been being regarded repeatedly. Statistical indicators witness about trend to constant worsening of pupils' health, level of their physical condition. For example, as per data of institute of hygiene and medical ecology, named after Marzeyev of AMS of Ukraine fro recent 10 years morbidity of school age children has increased by 26.8% In first forms about 30% of children have chronic diseases, in 5th forms – 50%, in 9th and 10th forms – up to 64%. A number of authors of manuals also stress certain drawbacks in pupils and students' health 5, 9, 13].

Doctor of medical sciences G.L. Apanasenko (Education of Ukraine No.3, 2013) says that even examinations, carried out by specialists, functional diagnostic, taking much time, do not give objective information about health of health; they give information only about disease. Further, he continues: "most of Ukrainian children have chronic diseases or functional disorders". Such children can not attend physical culture lessons like healthy children. Already in 70-s of the past century specialists came to such conclusion. That is why in comprehensive schools there are envisaged additional trainings of physical exercises for pupils of special health groups. They supplement compulsory physical culture lessons. It is connected with the fact that children of special health group shall attend physical culture lessons and fulfill exercises, admissible for them. There can appear a question that children with weak health have to train more than healthy children (at lessons and in special health group). In this connection Ye.G. Bulych [1] concludes that organism of special health groups' pupils requires not less and very often more than organism of healthy children.

There are statistical data about quantity of such children in comprehensive educational establishments and they vary, as per researches of different authors, from 3% to 15%. Analysis of many publications and analytical works of different levels [2, 4, 6, 7, 11] witnesses that organization of work with such children in comprehensive educational establishments is realized, maximally at satisfactory level. Specialists think that main disadvantages of organization and realization of work with unhealthy children are the following: absence of conceptual foundation of organization of special health groups' work; absence of scientifically grounded educational programs; low level of teachers' professional level on organization and conducting of trainings in special health groups; insufficient technical/material provisioning of trainings; sporadic character of medical specialists' participation in organization of trainings and monitoring of their quality.

For creation of scientifically grounded conceptual principles of organization of trainings in special health groups it was necessary to consider main contradictions, which are regarded as certain moving force in solution of these problems. These contradictions are: 1) contradiction between tasks of education's humanization, which require to consider pupil's personality and his (her) individual physical and psychic potentials, bents and actual practice of trainings, not oriented on holistic formation of personality; 2) contradiction between targets and tasks, declared by academic program for special health group and new approaches to their determination and formulating, considering work with unhealthy children (most of targets are of too general, vague character); 3). Contradiction between content of academic material, offered by existing programs, and peculiarities of responses of functional systems of pupils with

different diagnosis and mastering of this material; 4) contradiction between traditional methods and organizational forms of trainings' conducting and requirements of differentiated and individual approaches, considering age, sex and peculiarities of pupils' diseases; 5) contradiction between existing system of pupils progress's evaluation and level of physical and mental potentials of pupils with different diagnosis and motion experience; 6) contradiction between demand in permanent control of pupils' health condition during academic classes and material possibility to conduct such control in conditions of modern comprehensive educational establishments.

The work has been fulfilled as per plan of work of theory and methodic of physical education's department of Municipal establishment "Kharkiv humanitarian-pedagogic academy" of Kharkiv regional council for 2014.

Purpose, tasks of the work, material and methods

The purpose is to study at theoretical level the problem of organization and conducting of physical culture trainings with comprehensive educational establishments' pupils, who have to attend special health groups, and to work out conceptual principles of this work's organization.

According to the purpose we marked out the following main *tasks*:

1. To provide grounds for functions, targets and tasks of physical culture education of special health groups' pupils at different stages of education.
2. To study main theoretical-methodological approaches to designing of academic material for special health groups content.
3. To determine main ways of evaluation of special health group pupils' progress and its components.

For solution of our tasks we, in our research, applied such general scientific methods: analysis of psychological – pedagogic and special literature (on theory and methodic of physical education, valueology, medicine, therapeutic physical culture); systemizing of scientific researches in field of therapeutic physical culture.

Results of the research

Quality of organization of any functioning depends on scientifically grounded determination of its purposes. Main purposes of academic program for special health groups of comprehensive educational establishments [8] are the following:

- Individual steady improvement of self-feeling;
- Planning and realization of ways of recovering (from temporary or continuous disease);
- Using and improving of pupils potentials for full fledged entering adult life.

Formulation of the mentioned above purposes is too generalized, vague and is not practical. In our opinion they should be de-composed. It is possible is to consider the stages of pupils' studying, their diagnosis and sex.

Consideration of studying stages envisages determination of main targets of studying at primary, secondary and senior schools. Analysis of scientific researches [2, 3] witnesses that it is possible only with determination of main functions of every studying stage both in general didactic aspect and in aspect of using of physical education means. Considering main functions of physical culture of comprehensive educational establishments' pupils [3] main functions of organization and conducting of classes with special health groups' pupils shall include: first stage of studying – diagnostic- prognostic, which stipulates determination of peculiarities of main functional systems' responses to admissible physical exercises of different orientation (for quickness, strength, coordination and etc.) and physical load (temp, rhythm, quantity of repetitions and so on); forming of "school" of movement with the help of physical exercises for variable and invariable parts of academic program (gymnastic, dancing exercises, outdoor games, track and field elements and etc.) and required theoretical knowledge about practical application of health related physical education means; recreational, which is oriented on correction of diagnosed disorders in pupils' health with the help of special therapeutic gymnastic exercises and forming of pupils' ability for recreation with relaxation and different kinds of breathing and so on.

For other stage of studying the following functions were determined: forming of foundation of physical, psychic and biological health on the base of mastering of different physical exercises and movements with using of academic program's subjects (gymnastic, aerobic, elements of outdoor games, swimming and etc.) evaluative-reflexive, which stipulates forming of pupils' ability to consciously and purposefully use means of physical education and control of own mastering of academic material, to determine disadvantages in this process and organize own independent activity on their elimination, to respond to changes of main functional systems' functioning under different loads and so on.

On the base of realization of the above mentioned functions in first and second stages of studying, on the thirds stage functions shall be the following: project-prognostic, which envisages pupils' creation of own physical development programs and improvement of physical education means in the process of application of complex; operational-control, realization of which is oriented on organization of independent trainings and control over own health during these trainings.

Determination of main functions of every studying stage permits to specify main targets and appropriate tasks for pupils of 1-4, 5-9, 10-11 forms. In our research we shall elucidate educational tasks, which for every stage, are as follows: rehabilitation of certain organism's functions; compensation of lost functions. Determination and specifying of educational and developing tasks for special health groups' pupils require separate research and we shall not stop on this problem.

Primary school:

1. Determination of pupils' organism's response to admissible physical loads with measuring of HBR (heart beats rate) and BP.
2. Training pupils to main means of motion functioning: culture of movements with elements of gymnastic; school of motion; school of jumps; school of active leisure; school of physical condition's development; school of correct posture.
3. Theoretical knowledge about significance of health related physical culture and personal hygiene, hardening and healthy life style, influence of physical exercises on organism's main functions.
4. To develop main motion skills as per sensitive periods of junior school age.
5. Pupils' mastering of ability to "listen to" own organism during fulfillment of different exercises and to timely correct intensity, tem and rhythm of fulfillment, to provide self-control.
6. To constantly carry out operative and current control over development of main motion skills and pupils' organism response to different physical loads.
7. To use complex system of evaluation of pupils' progress at trainings.

Secondary school:

1. Forming of general understanding of physical culture and its components, their role in preservation and improvement of health and physical condition.
2. Mastering of practical skills in invariable and variable parts of program by pupils in order to expand their motion experience and familiarizing of them with exercises' influence on organism's main functional systems.
3. Development of main motion skills as per sensitive periods of secondary school age.
4. Mastering of control and self-control for quality of physical exercises' fulfillment by pupils (In invariable and variable parts of program).
5. Rising of level of theoretical and methodic knowledge in evaluation of organism's response to different physical exercises (compositions, complexes, etc.) and to loads, used in academic classes (separately for pupils with different diagnosis).
6. Forming of practical skills for independent trainings of physical exercises and for active leisure.

Senior school:

1. Giving to pupils abilities to project own program of physical development and its improvement on the base of received theoretical knowledge, motion experience of previous studying stages and changes in health, which happened in pervious forms.
2. Forming of motion skills, envisaged by academic program for 10-11th forms pupils of special health groups.
3. Expanding of theoretical knowledge about determination of effective means of resisting to main kinds of diseases, which were diagnosed.
4. Mastering of theoretical and methodic knowledge about conducting of tests for determination of organism's main functional systems' functioning.

The given above main tasks of training in practical teacher's functioning shall be appropriately specified for certain form and lesson. It shall be realized considering peculiarities of contingent, variety of pupils' diseases, material-technical provisioning, specificity of academic material and so on.

Organization of special health groups' teaching envisages consideration both general-didactic and specific (intrinsic to work with unhealthy children) principles. They are: principle of systemic monitoring of pupils' health and responses of organism's functional systems to physical loads; principle of alternating of admissible loads and different forms of rest; principle of gradual increasing of intellectual and practical pedagogic influences; principle of cyclic construction of trainings' system; principle of complex application of teaching means; principle of differentiation and individualization of pedagogic influence and other.

Quality of organization of special health groups' trainings depends also on optimal content of academic material considering requirements of program, material-technical provision, peculiarities of diagnosis, pupils' sex and so on. As it was already noted authors of modern programs [8, 12] included in them such parts (modules) as in programs for practically healthy children. In our opinion academic material for special health groups' children shall be expanded. Undoubtedly, main component of every lesson shall be elements of gymnastic. They shall include general exercises with different objects and without them, exercises on special apparatuses (wall bars,, benches, pull up bars etc.) special exercises for children with different diseases and different physical fitness, correcting exercises and exercises, oriented on prophylaxis of posture abnormalities and flat-footedness. Wide block of exercises shall be connected with mobile exercises (different walks and runs, skiing, swimming and so on). Also promising are choreographic, aerobics, dancing exercises. In some cases elements of shaping or stretching can be used. Important component of every training is mobile and outdoor games of different orientation and breathing exercises. It is impossible to describe completely content of academic material within one article; this problem shall be additionally researched. But for creators of new program we should recommend to include certain counter-indications in it.

The problem of using of teaching methods also requires certain reviewing. It concerns their classification and functional sense. In our opinion it is necessary to attract specialists' attention to application of those methods, which already have been theoretically grounded in general didactic. They include classification of methods by I.Ya. Lerner (explaining, illustrative, reproduction, problematic, partially researching) or by Yu.K. Babanskiy (organization and realization of learning-cognitive functioning, stimulations and motivations, control and self-control). Also specific methods of trainings' conducting of therapeutic physical culture shall be applied.

On the base of differentiated and individual approaches it is necessary to widely use group, small group and pair forms of pupils training's organization. Using of such kinds as circle training with justified using of apparatuses and specific content for every group of pupils is also rather effective.

Evaluation of pupils' progress is rather a problem in functioning of special health groups in comprehensive educational establishments. There exist no clear criteria for pupils of special health groups, but, basing on general pedagogic approaches, it is necessary to evaluate children's functioning by three components: theoretical knowledge, technique of fulfillment of admissible exercises and compositions, positive increment in functioning of main functional systems of organism. The latter indicator shall be determined with accessible functional tests.

Conclusions:

The carried out theoretical research of program-methodic maintenance and organization of special health group pupils' trainings permit to make the following main conclusions: 1) specification of main and derivatives from them tasks of teaching of different forms' children is possible only on the base of determined contradictions between organization of special health groups' work and theoretical foundation of academic process's functions; 2) academic material for special health groups shall be chosen considering belonging of pupils to group A and group B, sex, age, certain diagnosis, level of physical fitness and response of organism's main functional systems to different loads; 3) methods and forms of organization of pupils' learning activity shall be chosen on the base of general pedagogic approaches; 4) evaluation of pupils' progress shall be carried out by three indicators: level of theoretical knowledge, technique of exercises' fulfillment, positive changes in quantitative indicators of main functional systems.

Further researches stipulate development of content of academic material for every stage of pupils' studying and system for progress evaluation of special health groups' pupils.

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Cite this article as: Vaskov Y.V. Conceptual foundations of classes with the disciples of special medical group in secondary schools. *Pedagogics, psychology, medical-biological problems of physical training and sports*, 2014, vol.9, pp. 11-16. doi: 10.5281/zenodo.10123

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Received: 13.03.2014
Published: 05.04.2014