

Фитнес обладает специфичностью по отношению к другим видам физической культуры не только по приоритетной решаемой задаче, но и по предметному и личностному компонентам, включающим духовные и материальные ценности.

В связи с этим, рассмотрим фитнес по описанному Б.В. Бастафьевым (1985) критерию соответствия конкретным видам человеческой деятельности, связанным с целенаправленным социальным процессом физического развития людей.

Предметная часть фитнеса – это специфический результат материального и духовного труда, который используется как средство и способ фитнеса, направленный на целенаправленное, систематическое оздоровление человека, коррекцию различных недостатков, профилактику различных заболеваний, повышение его работоспособности, функциональных возможностей организма, восстановление утраченных сил после нервно-эмоционального, психического и физического напряжения, приобщение к ведению здорового образа жизни современного, успешного, здоровомыслящего человека.

К материальным ценностям фитнеса в его предметной форме относятся: фитнес-клубы, фитнес-центры, тренажерные залы и т.д. Они выступают в качестве средств, обеспечивающих процесс оздоровительной тренировки, а также различных фестивалей, конференций с целью пропаганды здорового образа жизни.

К духовным ценностям относятся: учебные пособия, книги, методические рекомендации и др., в которых рождается и раскрывается современная теория фитнеса и оздоровительной тренировки, приводятся тесты для определения функционального состояния занимающихся, их физической подготовленности и физического развития.

Заключение. Без предметных ценностей невозможен целенаправленный и управляемый процесс физического совершенствования людей, без личностных – осуществление практической деятельности.

Исследуя фитнес как социокультурный феномен, используя методы анализа и синтеза, было установлено [5], что занятия фитнесом могут удовлетворять потребности школьников, содействуя повышению не только двигательной, но и общей культуры занимающихся, расширению их кругозора, за счет большого количества фрагментов.

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THE FUTURE TEACHERS PREPARATION TO REALIZATION OF STUDENT-CENTERED LEARNING

K.O. Melnyk

Student-centered learning, diversified student populations and new modes of delivery have in recent years set in motion profound changes in higher education. This paradigm shift towards SCL, as opposed to traditional teacher-centred teaching and learning methods, has been the most talked about trend in higher education in Europe in the past years.

Statement of the Problem. Student-centered learning is about finding ways of teaching that truly engages a student in education. For instance, instead of expecting a student to sit in a classroom and absorb everything a teacher is saying and then prove this knowledge on a standardized test, a student-centered approach would involve them in the planning, implementation, and assessment surrounding the given subject. This means the student can learn the material through coursework, projects, teams or experience. Whatever way the student learns best is how they will be expected to master the materials.

The purpose of this article is to investigate the principles of realization student-centered learning.

The literature regarding student-centered teaching practices is extensive; several prominent researchers have contributed significantly to the evidence regarding learner-centered teaching practices and their effectiveness Angelo & Cross, Austin & McDaniels, Barr & Tagg, Chickering & Ehrman, Kreber, Palmer, Weimer, Zophy.

As college- and career-ready standards become a reality across the nation, educators and system leaders are increasingly exploring new models of teaching and learning that are more responsive to the needs of all students in our elementary and secondary schools. Known as learner-centered, student-centered, or personalized learning these approaches require a rethinking of the teaching and learning practices that have predominated public school instruction [3, p.5].

When a student is involved in the structuring of their education, learning is personalized in a way that addresses their distinct needs, interests and aspirations.

A student-centered learning approach in a traditional environment (i.e. classrooms) involves a variety of strategies that encourage dialogue amongst students. Examples include:

- Desk arrangements in circles or small groups
- Assignments that allow students to choose their own reading materials
- Group projects/presentations.

Student-centered learning may seem like a stretch for an online school, but the opportunities for engagement beyond the Internet are actually endless. Examples include:

- Internships/experience with field professionals
- Projects that allow students to find solutions to real world problems
- Volunteering outside of the classroom for community nonprofits [2, p.405].

The Education Foundation identifies the main tenets of student-centered learning as being drawn from the mind/brain sciences, learning theory, and research on youth development that are essential to students' full engagement in achieving deeper learning outcomes.

The following principles are the foundation of student-centered learning and help educational environments focus more on student success.

Customized Learning Plans

- Students have a voice and a choice in their education by way of a learning plan that is personalized to their interests.

Competency-Based Learning

- The rate at which a student learns is not a factor of success. Success is achieved whenever the student has mastered a subject.

The World is the Classroom

- Flexible learning encourages students to seek real world experiences, like internships and jobs, that will better prepare them for the future [4].

Summing up the principles mentioned above help to shape a strong student-centered learning strategy that is sure to engage any student. This technique gives students the opportunity to customize their learning in a setting that engages their interests, talents and passions. The results are more focused students with high mastery levels in the subject matter

they are studying. In order to ensure mutual understanding and devotion, student-centered learning should be embedded in institutional strategies, procedures and frameworks. The involvement and representation of students in governance, viewing students as equal partners, as a part of the academic community is essential for giving students ownership and responsibility for their learning.

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PEDAGOGICAL TECHNOLOGIES OF TEACHERS’ TRAINING AT COLLEGES OF PODILLYA REGION IN THE 20-S YEARS OF THE XX CENTURY (ON THE EXAMPLE OF PROSKURIVSK TRAINING SCHOOL)

A. Marchenko

Vinnitsia State Pedagogical University named after Mykhailo Kotsiubynsky

In the XXI century Ukraine began the reforming of the national education, which was connected with the general trends in education. Renovation and modernization of the national education are not possible without taking into account the previous achievements and experience of the teaching institutions in the past. One of such institutions was the Pedagogical College that played a very important role in a new education system of early 1920s during the Soviet period. Due to the professional reforms in Ukraine, in particular in Podillya region, technical schools provided training of highly qualified specialists of certain profiles in the 20s years of the twentieth century [1, 15].

A historiographical analysis of the literature dedicated to the technical schools and their activities shows that such scientists as J. Dedovych, N. Demyanenko, Vladimir Mayboroda, M. Lysenko, B. Lipinskii, C. Chernolutskaya, N. Vitranjuk investigated on this problem a lot. Peculiarities of some teaching colleges forming have been briefly highlighted in the researches of O. Komarnitsky, A. Surovy and others. The activities of pedagogical colleges in the 20s years of the twentieth century are partially researched in the works of M. Darmansky, J. Telyachy, L. Shumlyansky A. Surovy and others.

Pedagogical technical schools were to give knowledge, which were closely connected with the educational activities. There was less theoretical preparation and the practical training began since the first year. According to the Code of laws on public education of the SSR (1922) technical schools’ were “to prepare workers of higher qualification for the Republic – engineer-trainees, agronomists, business executives, artists, technicians, etc., and also cooperators of a narrow sector of the economy and nation-building” [2]. The term of study at colleges was identified in 3 years.

According to the archival sources, the process of creating of colleges in Podillya region began in February 1921. E.g., in the report on the activities of Kamenetz-Podilsk district’s Department of Education on February 2, 1921 it was mentioned that their plan of professional training had two directions: 1) to provide fresh forces for the army of labor through conversion and creation of new training teaching schools and colleges; 2) to widespread