

personality. In the course of therapy, children overcome fear, acquire skills of concentration, coordination of movements.

Conclusion. The severity of the medical and social consequences of injuries and other pathologies of the musculoskeletal system in children prompts the search for new, alternative methods of physical rehabilitation. One of the new, but already recommended methods of physical rehabilitation is hippotherapy. In pediatric rehabilitation practice, it is used to a greater extent in rehabilitants with May Scheuermann's disease, scoliosis, infantile cerebral palsy, and to a lesser extent - with injuries of the lumbar and thoracic spine.

Methods such as horse movement therapy and psycho- and therapeutic-pedagogical contact with a horse can be indicated for children with fractures of the thoracic and lumbar spine, with infantile cerebral palsy. For children with adolescent kyphosis and scoliosis, therapeutic horse riding and therapeutic voltages can be added to the arsenal of hippotherapy tools.

1. Tutarishev, AK Use of hippotherapy in the process of rehabilitation of children with disabilities / A.K. Tutarishev // New technologies. - 2011. - No. 2. URL: <https://cyberleninka.ru/article/n/ispolzovanie-ippoterapii-v-protsesse-reabilitatsi-detey-s-ogranichennymi-vozmozhnostyami> (date accessed: 10/08/2020).
2. Handbook on Animal-Assisted Therapy. 4th Edition. Foundations and Guidelines for Animal-Assisted Interventions / Editor: Aubrey Fine // Academic Press / - 2015. -- 457p.
3. Safronova, O.A. Rehabilitation capabilities of the body in case of diseases of the musculoskeletal system with the use of equestrian sports / O.A. Safronova, R.R. Bukirov, Yu.V. Alexandrova // International scientific journal "Symbol of Science". - 2017. - No. 06. - S. 175-179.
4. Kuvina, V.N. Innovative technology of hippotherapy in the complex treatment of the manifestation of dysplastic-dystrophic syndrome in children / V.N. Kuvina, E.A. Vasilyeva // Bulletin of the All-Russian Scientific Center of the SB RAMS. - 2013. - No. 5 (93). - S. 39-41.

USE OF PEDAGOGICAL APPROACHES IN ORGANIZATION OF OPTIONAL PHYSICAL EDUCATION CLASSES

Dina Venskovich

Belarusian State University of Physical Education, Minsk, Belarus

It is generally recognized that physical education plays an important role in active, purposeful formation, correction, change in the right direction of physical, mental, socio-cultural qualities and abilities, as well as the behavior of modern youth.

The academic discipline «Physical culture» in the institution of higher education should reflect the activities in the field of quality policy of general physical education, namely: update the content of the discipline, increase the effectiveness of teaching physical culture in the context of the implementation of the health preservation program of students, use individual approaches in training and the formation of professionally significant competencies of the graduate.

Material and methods. Specific pedagogical methods were used as research methods. Namely theoretical and empirical.

Findings and their discussion. The methodological basis of the research will be the approaches of the general scientific level of methodology (activity and qualimetric) and approaches of the specific scientific level (personality-oriented, differentiated, technological, axiological, program-targeted, participatory and culturological).

As well as pedagogical patterns (conditionality and effectiveness) (E.V. Yakovlev, 2006) [8] and principles (general: scientific character, consistency, accessibility, individualization, optimality, flexibility, controllability and development; specific: objectivity, concreteness, comprehensiveness) (E.V. Yakovlev, 2006) [8].

We also studied works that analyze the problems of physical education in a wide philosophical and general cultural context (L.I. Lubysheva, 2004; V.A. Ponomarchuk, 2003; V.I. Stolyarov, 2012) [5,6,7].

The activity approach – will be used in the description, explanation and design of the methodology for conducting special classes, which refers to scientific consideration from the point of view of the category of activity.

The activity-based approach will have three uses:

- methodological (L.P. Bueva, 1978; V.N. Sagatovsky, 1990; V.S. Shvyrev, 2001; E.G. Yudin, 1997) [8] approach will be aimed at studying the formation of motor culture in students with an analysis of the structure and the stage of occurrence;

- psychological (K. A. Abulkhanova-Slavskaya, 1980; L. S. Vygotsky, 1997; A. N. Leontiev, 1977; S. L. Rubinstein, 1976) [8] approach will be associated with the study of psychological and emotional processes, which students will have when mastering the theoretical and practical module of the special course;

- pedagogical (K. M. Durai-Novakova, 1983; V. A. Kan-Kalik, 1976; N.V. Kuzmina, 1970; T. S. Polyakova, 1983; V. A. Slastenin, 2000) [8] the approach will be manifested in the organization of students' work in optional classes.

Qualimetric approach – is a methodological aspect that allows to ensure the study of the structure and content of optional classes within the academic discipline «Physical culture» for students studying in non-sports specialties in a higher education institution using the ideas of pedagogical qualimetry, which include methods of multivariate statistical and correlation analysis

The qualimetric approach will be based on measurement theory, modeling theory and mathematical statistics. The key and basic ideas of modern pedagogical qualimetry are considered in the works of domestic ones (S.I. Arkhangelsky, 1975; I.B. Itelson, 1968; V.P. Mizintsev, 1977; N.M. Rosenberg, 1979; A.M. Sokhor, 1974) [8] and foreign (R. Atkinson, 1969; J. Glass, J. Stanley, 1976) [8] scientists.

The personality-oriented approach in pedagogy was considered by M.A. Akopova, 2003 [1]; Sh.A. Amonashvili, 1996; E.V. Bondarevskaya, 1997; M.A. Vakulina, 2004; E.N. Stepanov, 2003 [3], which means and provides a focus on the formation of the student as the main personality, his full implementation of internal resources on the basis of mutual assistance, cooperation, joint interaction between the teacher and students.

The personality-oriented approach in pedagogy was considered by M.A. Akopova, 2003 [1]; Sh.A. Amonashvili, 1996; E.V. Bondarevskaya, 1997; M.A. Vakulina, 2004; E.N. Stepanov, 2003 [3], which means and provides a focus on the formation of the student as the main personality, his full implementation of internal resources on the basis of mutual assistance, cooperation, joint interaction between the teacher and students.

The use of the technological approach (VA Slastenin, 2000) will make it possible to switch to a substantially, qualitatively new branch of efficiency, optimality, and scientific nature of the content of classes in comparison with the traditional conducting of optional physical culture classes.

The axiological approach (LV Vershinina, 2003; VA Slastenin, 2000) [4] will allow to study the content of optional classes from the point of view of the possibilities of satisfaction and needs of students in the formation of motor culture.

The program-targeted approach is reflected in the works of S.A. Repin, 1999; V.V. Serikov, 1994, etc., which will represent a set of tools and methods for managing the work of students in accordance with the developed special section.

The participatory approach was developed in the work of T.V. Orlova, 1999 and will be implemented in joint decision-making on the methods, forms of activity, cooperation and interaction between the teacher and students in optional classes with the aim of self-realization of participants in the process of education and training.

The essence of the culturological approach lies in the construction of the educational process of a special course of optional classes in the academic discipline «Physical culture» taking into account cultural heritage, norms, values, the dominance of culturally significant interaction and relations between students, i.e. the content of education of a special course can be defined as a pedagogical model of social order. The work of E.S. Markarian, 1983.

Conclusion. In general, the feasibility of introducing a special section of elective classes in the discipline «Physical culture» is substantiated by the methodological basis, namely the activity, qualimetric, personality-oriented, differentiated, technological, axiological, program-targeted, participatory and cultural approaches.

1. Akopova, M.A. Personality-oriented approach in terms of the choice of educational programs in higher education / M.A. Akopova. – SPb.: Nauka, 2003. – 180 p.

2. Andronatiy, V.V. Differentiated approach to the learning process: psychological and pedagogical aspect / V.V. Andronatiy. – Gatchina: Leningrad Publishing House. region in-ta ek. and finance; Scientific and educational complex of Gatchina, 2000. – 250 p.

3. Vakulina, M.A. Personality-oriented approach in pedagogy: theoretical justification and ways of implementation / M.A. Vakulina. – N. Novgorod: NGLU, 2004. – 296 p.
4. Vershinina, L.V. Axiological space of education: the value consciousness of the teacher / L.V. Vershinina // Monograph. – Samara: Publishing house of SGPU, 2003. – 148 p.
5. Lubysheva, L.I. Values of physical culture in a healthy lifestyle / L.I. Lubysheva, V.K. Balsevich // Modern research in the field of sports science: materials of the international scientific conference. conf., 10–12 oct. 2004: 2 hours / NIIFK. – SPb., 2004. – Part 1. – P. 106–108.
6. Ponomarchuk, V.A. Self-determination of students in a healthy lifestyle as a pedagogical problem / V. A. Ponomarchuk [Electronic resource] // Minsk, 2003. – Access mode: <http://natbookcat.org.by/isgbi/authrecords.doudid=byNBCBa162693&key=marcinfo.authors>. – Date of access: 05/11/2020.
7. Stolyarov, V.I. About two concepts and systems of physical education in the process of its modernization / V. I. Stolyarov // Izvestiya PGPU im. V.G. Belinsky. Social Sciences, 2012. – No. 28. – S. 1056–1062.
8. Yakovlev, E.V. Pedagogical concept: methodological aspects of construction / E.V. Yakovlev, N.O. Yakovleva. – M.: Humanities. Ed. Center VLADOS, 2006. – 239 p.

FEATURES OF THE METHOD OF CONDUCTING OUTDOOR GAMES WITH CHILDREN OF PRIMARY SCHOOL AGE

Zgun Juanfu

VSU named after P.M. Masherov, Vitebsk, Belarus

Primary school age is a period when a child is actively growing and developing. Therefore, it is very important to help them learn to correctly perceive the external world, objects and phenomena surrounding them. An important place belongs to the game [1].

The purpose of the study is to study the methodology of outdoor games.

Material and methods. Analysis of literary sources, observation.

Findings and their discussion. Outdoor games create an atmosphere of joy and therefore make the most effective complex solution of health, educational and educational tasks. Active movements caused by the content of the game provide positive emotions in children and enhance physiological processes. When choosing a game, the teacher refers primarily to the physical education program, where the list of games is compiled taking into account the General motor readiness of children of a particular age.

The motor content of the games must be consistent with the conditions of their conduct. It is important to take into account the time of year and weather conditions. The explanation of the game rules should be brief, clear, emotional, and interesting. Its content depends on the age, fitness of children and the type of game.

The sequence of explanations is very important: name the game and its idea, state the content as briefly as possible, emphasize the rules, remind the movement (if necessary), assign roles, distribute attributes, place the players on the court, and start playing actions. The teacher should monitor the movements of the players: encourage successful execution of movements, suggest the best way to act, and help by personal example. An important point of the guide is the teacher's participation in the game.