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Semantic Guidelines and Ideological Constructs of the Method of Updated Teaching of Physical Education in General Education Organization Based on the Blended Learning Model

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Abstract. The article examines methods of the updated teaching of physical education in a general education organization. New semantic guidelines and ideological constructs based on blended learning are information-enriching, educational-integrative, organizational-stimulating.

The information-enriching semantic guideline stands for optimizing physical education as a factor of comprehensive personal development in a blended learning mode. Students expand their knowledge about the impact of physical education and sports on successful and safe life.

The educational-integrative semantic guideline is based on the idea of synchronizing subject, meta-subject and personal results in the practice of teaching physical education given the functional literacy of a school graduate. It is important that the choice of pedagogical means for distance learning has a scientific justification.

The organizational-stimulating semantic guideline is based on the idea of activating the students' physical and health-improving activity to shift the locus of motor activity control from the external plan to the internal (personal) one, ensuring the continuity of positive physical self-education of schoolchildren.

The ideological constructs of the updated teaching of physical education in a general education organization based on mixed learning are digitalization, sportization, health motivation.

“Digitalization” argues for new opportunities in the reproduction of a viable generation and the features using digital technologies of the updated teaching of physical education based on blended learning. “Sportization” stands to synchronize subject, meta-subject and personal results with the functional literacy of a school graduate given basic ideas of sport and harmonious personal development. “Health Motivation” reflects the need to intensify the students' physical and health activities through the use of students' individual educational trajectories of physical self-development and self-improvement

(including students with special educational needs) taking into account individual resources and capabilities.

Keywords: blended learning, teaching methods, physical education.

Research area: theory and methodology of physical education, sports training, health-improving and adaptive physical culture.

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Смысловые ориентиры и идейные конструкты методики обновленного преподавания физической культуры в общеобразовательной организации на основе модели смешанного обучения

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Аннотация. Обоснованы смысловые ориентиры и идейные конструкты методики обновленного преподавания физической культуры в общеобразовательной организации на основе смешанного обучения, к которым отнесены информационно-обогащающий, образовательно-интегративный, организационно-стимулирующий.

Информационно-обогащающий смысловой ориентир построен на идее оптимизации физического воспитания как фактора всестороннего развития личности в режиме смешанного обучения. Акцентируется значимость расширения у обучающихся источников достоверной информации о влиянии физической культуры и спорта на реализацию успешной нормативно-безопасной жизнедеятельности в перспективе жизненного пути.

Образовательно-интегративный смысловой ориентир базируется на идее синхронизации предметных, метапредметных и личностных результатов в практике преподавания физической культуры как образовательной дисциплины с функциональной грамотностью выпускника школы. Выделена необходимость научно обоснованного выбора педагогических средств для реализации дистанционных образовательных технологий и электронных образовательных ресурсов.

Организационно-стимулирующий смысловой ориентир основан на идее активизации самостоятельной физкультурно-оздоровительной деятельности обучающегося для смещения локуса контроля двигательной активности с внешнего во внутренний (личностный) план, обеспечивающий непрерывность позитивного физического самообразования школьников.

Сформулированы идейные конструкты: цифровизация, спортивизация, здоровьёмотивация.

В идейном конструкте «цифровизация» аргументированы новые возможности для воспроизводства жизнеспособного поколения и особенности внедрения цифровых технологий в методику обновленного преподавания физической культуры в общеобразовательной организации на основе смешанного обучения.

Содержание идейного конструкта «спортизация» определено на основе концептуальных оснований спортизации физкультурного образования для синхронизации предметных, метапредметных и личностных результатов с функциональной грамотностью выпускника школы как проявления спортивной культуры личности в ее гармоничном развитии.

Идейный конструкт «здоровьемотивация» отражает необходимость активизации самостоятельной физкультурно-оздоровительной деятельности обучающегося за счет разработки и реализации индивидуальных образовательных траекторий физического саморазвития и самосовершенствования обучающихся (в том числе с особыми образовательными потребностями) в соотнесенности с индивидуальными ресурсами и возможностями.

Ключевые слова: смешанное обучение, методика преподавания, физическая культура.

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Introduction. The search for semantic guidelines and ideological constructs of the methods of the updated teaching of physical education in a general education organization becomes relevant due to the understanding of blended learning as the basic regulator of modern physical education. It provides a rational combination of information and educational resources of full-time education (practice) with elements of distance education (theory) and self-education in the field of physical self-development and self-improvement.

Purpose of the study is to scientifically substantiate the semantic guidelines and ideological constructs of the methods for the updated teaching of physical education in a general education organization based on blended learning.

Research methods and organization. The study was carried out under the project “Methods of teaching physical education in a general education organization in view of the

blended learning model”, which is implemented with the financial support of the Ministry of Education of the Russian Federation as part of the state assignment (additional agreements No. 073–0302021–044/1 dated June 30, 2021, No. 073–0302021–044/2 dated July 21, 2021 to agreement No. 073–0302021–044 dated January 18, 2021)

Implemented methods include: historical and pedagogical analysis of the concept “blended learning”; content analysis of the definition “physical education” as a social phenomenon, educational discipline, value-oriented personal quality of educational subjects; systematization of the pedagogical experience of teaching physical education with the help of offline and online teaching aids.

Results and discussion

The conducted historical and pedagogical analysis of the concept of “blended learning” shows the dynamics in its understanding as (Akimova, Pankratovich, 2021):

1) a form in combination of synchronous learning (“face to face” – “student – teacher”; online) and asynchronous learning (self-learning by the student of the subject content through online environments, offline spaces), which expands the choice of mastering and implementing the values of physical education for the student with respect to time, place and pace of learning based on self-control of the trajectory of self-improvement in a variety of basic (program) and (or) selected types of physical activity;

2) specific content that clarifies the subjects of personal responsibility for achieving an integrated learning experience (teacher, student, parents) with the leading role of the teacher, who needs to plan the teaching of the subject and mastering it by the student according to the result, which requires him/her to implement new methods of planning and evaluation;

3) a pedagogical phenomenon that focuses “on the conditions for the implementation of new pedagogical approaches”, changing the structure of the educational process, forms and methods of involving students in the creative physical education.

The trinity of understanding blended learning correlates with the trinity of understanding the definition of “physical education”: as a social phenomenon, due to the request of society, the state, teachers, students, parents to the education system for the reproduction of a viable generation; educational discipline, with its characteristic didactic and software-content support of the educational process; in the context of the value-oriented personal quality of the subjects of education (with a positive attitude towards systematic practice-oriented online physical exercises and offline classes that deepen the range of theoretical knowledge).

Such interrelation in the context of the prerequisites (Akimova, Tissen, Kalimullin, 2022) and trends of the process under study (increasing the importance of physical and healthcare work in the blended learning mode to ensure the success of students’ educational activities; expanding the advanced pedagogical experience of harmonizing traditional and innovative means of teaching physical education) reveals the such semantic guidelines of blended

learning as informational-enriching, educational-integrative and organizational-stimulating.

The information-enriching semantic guideline is based on the idea of optimizing physical education as a factor in the comprehensive development of the individual, focuses the attention of practitioners on expanding the sources of reliable information among students about the impact of physical education and sports on the implementation of a successful regulatory-safe life activity in the long term of the life path. Teachers face a significant task to help students to understand the fact that physical education, as a social phenomenon, permeates all spheres of human life (study, work, leisure, etc.) in the process of personality formation.

The educational-integrative semantic guideline is based on the idea of synchronization of subject, meta-subject and personal results in the practice of teaching physical education as an educational discipline with the functional literacy of a school graduate, which is understood in the context of the developed ability of a student to successfully solve educational problems and life situations through universal ways of activity. There is a need for a scientifically based choice of content, organizational forms, methods, means, technologies of teaching physical education in the blended learning mode, including the implementation of distance learning technologies and the use of electronic educational resources. The interpenetration of educational and educative activities in the field of physical education and sports is important for harmonious physical development.

The organizational and stimulating semantic guideline is based on the idea of activating the independent physical education and health-improving activity of students (with a positive attitude towards systematic practice-oriented online physical exercises and offline classes that deepen the range of theoretical knowledge). It is a question of shifting the locus of motor activity control from the external to the internal (personal) plan, which ensures the continuity of positive physical self-education of schoolchildren. The basis of this idea is based on the fact that “a person creates himself/herself, being included in the process of cognition at a

personally acceptable level for him/her”. At the same time, it is important to implement both practical and information enriching methods for familiarization and self-acquaintance of students with a variable range of traditional and non-traditional means and methods of physical education for preserving and strengthening their own health based on the need for a healthy and safe lifestyle as a manifestation of an individual health philosophy that develops in the process of physical education and self-education (Boyarskaya, 2017).

The semantic guidelines allowed to substantiate the ideological constructs of the research field, which are: digitalization, sportization, health motivation.

The ideological construct “Digitalization” allows us to consider the process under study in the realities of the Internet, gadgets, the “virtual world” as the essential phenomena of digitalization, objective ways of communication (Stetsenko, 2019), requiring the optimization of physical education as a factor in the comprehensive development of the individual. In the context of the digitalization of education, among the new opportunities, the remarkable points are: distance education and the implementation of e-learning and distance learning technologies. Among the features of physical education in the digital environment the significant points are: the creation of educational content in a reasonable balance between “live” and “virtual” communication in the prerogative of teamwork, cooperation and knowledge sharing in a single educational environment, which is an essential characteristic of blended learning.

The ideological construct “Sportization” is substantiated in line with the conceptual foundations of the sportization of physical

education to synchronize subject, meta-subject and personal results with the functional literacy of a school graduate as a manifestation of a person’s sports education in its harmonious development. At the same time, sportization is understood as “active use of sports activities, sports technologies, competitions and elements of sports in the educational process” (Lubysheva, 2016). In relation to the process under study, sportization is considered in the integration of classroom and extracurricular forms of motor activity, the trinity of pedagogical influence (training, teaching and educating), complementary to the education of the student’s life, personally acceptable to individual norms of a healthy and safe lifestyle.

The ideological construct “Health Motivation” is singled out in the context of enhancing the student’s independent physical education and health activities through the development and implementation of individual educational trajectories of physical self-development and self-improvement of students. In the conditions of blended learning, the process of creating and implementing individual educational trajectories is provided on the basis of digital educational technologies that allow to ensure that interests, needs, abilities and other psychophysical characteristics are taken into account (Petrishchev et al., 2022).

Conclusion. Semantic guidelines and ideological constructs set the direction for the rational choice of pedagogical means for the implementation of electronic educational physical and healthcare practices in order to achieve the effectiveness of a value-oriented, regulatory-safe, practice-enriching process of teaching physical education in the implementation of blended learning.

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