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## **POST-TRADITIONAL MODEL OF PHYSICAL EDUCATION AND STUDENT SPORTS IN THE CONTEXT OF THE PEDAGOGY OF PHYSICAL EFFORTS**

Physical education, as an academic discipline and educational process, is a certain anthropological constant in the development of our society. In various pedagogical constructs of different countries, this process aimed at optimizing the physical development of youth has its own socio-cultural differences related to the perception of the "physical body" in different countries and societies. In our country, acquiring health-preserving competencies by students is a mandatory condition for obtaining a diploma. At the National Aviation University, a "post-traditional" model of physical education is implemented, combining mandatory classes for first-year students (1 credit) with sectional activities (advanced sports training groups for students of 1-5 years) in 12 sports. This approach aims to provide first-year students with the necessary motor and competitive experience, essential life skills, and partially compensate for the effects of hypodynamia. The main societal educational task in this context is to form a positive attitude towards regular balanced physical activity (which, given modern youth's dependence on virtual temptations and passive leisure, is a significant challenge) and to acquire individual motor practice. It should be noted that physical health and physical performance are the main prerequisites for any professional performance.

The existence of advanced sports training groups (NAU teams) provides students with the opportunity to continue engaging in their favorite sports, gain competitive experience, and realize their ambitions. Simultaneously, these groups are centers for promoting a healthy lifestyle, the sport they practice, self-improvement, and enhancing the image of the National Aviation University overall. The achievements of NAU athletes are regularly highlighted on social media, faculty, and university websites, helping to maintain attention towards the university within the educational community.

Since the physical education of students has a health-improving nature, and the groups for the improvement of sports skills are aimed, first of all, at competitive achievements, it makes sense in the conceptual plane to consider their perspectives separately. Let us add that the problems of

physical education of student youth in Ukraine are quite uniform, while the situational state of sports work in each institution of higher education is different.

Regarding the physical education of students, it is necessary to acknowledge the lack of a productive long-term perspective in terms of physical health and development of students by the Ministry of Education and Science leadership and efforts to shift the solution of urgent problems on the ground to rectors of higher education institutions. One of the steps towards positive changes in physical education is the developed "post-traditional" model at NAU. However, the main focus for creating an effective space for students' physical development should be the development of a specific pedagogical doctrine and, on this basis, the establishment of a separate direction of pedagogy – the pedagogy of physical efforts and motor activity.

Concerning the development of student sports and defining competitive teams, the following factors should be considered:

- Funding;
- Material and technical base;
- Staffing;
- Social support for student-athletes.

Each of these factors, in our opinion, significantly influences the prospects of physical education and student sports in a specific higher educational institution. Simultaneously, these factors are interconnected, mutually influencing, and limiting each other. Within the framework of our study, it makes sense to note that physical education is significantly less dependent on additional funding and specific social support.