

SECTION 6. PHYSICAL CULTURE, PHYSICAL EDUCATION

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6.1 Modernization of physical education practices for students under martial law

Since February 24, 2022, Russia's large-scale aggression against Ukraine has continued. All areas of public life are undergoing significant changes and are forced to adapt to the challenges of martial law. It is quite natural that the military events in Ukraine are a serious challenge for all participants in the educational process.

Educators must reflect on current practices and policies and identify ways to transform education to meet new challenges. The process of physical education in higher education institutions has become especially relevant since the outbreak of a large-scale war, given that physical education is a means of health protection, normalization of students' psychological state, and, most importantly, a means of preparing young people to defend their country.

Since the beginning of the large-scale war unleashed by Russia on the territory of Ukraine, it has become vital to make quick, non-standard, and in fact, innovative decisions in reorganizing the educational process.

Experts are unanimous in their opinion [101, 106], that physical education in the education system is the most important structure that lays the foundation for health. However, today, it is of paramount importance to develop the younger generation's readiness to defend their country. Among the main tasks of the development of the Ukrainian education system during martial law and the post-war period is the implementation of measures to protect the health of participants in the educational process.

It is believed [103], that it is through the field of innovative practice that it is possible to focus on several methods and approaches that go beyond the traditional process of physical education. There are opinions [99, 102], that the conventional physical education model lags far behind the modern development of education and upbringing. Scientists emphasize [104, 105], the need for new ideas to replace the

traditional ones to meet the needs of students in quality physical education, given that the stressful situation of war requires more attention to the health of the younger generation [100].

Therefore, to carry out scientific research in a certain direction, we note that the stressful situation of war for all participants in the educational process, in addition to reducing the effectiveness of learning, has the potential to change. It is stress, which is difficult to overcome quickly, that makes us reconsider values, abandon habitual and long-standing irrelevant priorities, which are gradually changing.

The stressful situation of the war will affect the changes and the angle of vision on the priorities of the educational process in higher education. Innovative processes should be adapted to contexts where higher education students need new educational methods that become relevant in conditions associated with the numerous challenges of martial law.

Today, we consider innovations in the educational process of physical education as innovations in the content, methods, techniques and forms of physical education activities, in the means of teaching and upbringing. This should be a factor in significantly improving the quality, efficiency and effectiveness of this process in the new realities.

We support scientific approaches [99, 102], that pedagogical innovation in accordance with the challenges of martial law should ensure the creation of a new system of physical education and pedagogical science based on modernization.

First of all, we note that the current events of martial law have made adjustments to the goals of the educational process in physical education in higher education institutions [99, 100]. We believe that the tasks of physical education of students in higher education institutions under martial law are primarily due to the creation of conditions for the health of students, organized based on modern general scientific and special pedagogical technologies of theory, methodology and practice of physical culture. Only with health competence and psychological resilience is it possible to counteract the challenges that inevitably occur under martial law.

The meaning and the new paradigm of physical education envisages the need to form habits of systematic physical education, mastering the methods of independent motor activity, healthy lifestyle skills, and promoting healthy and harmonious development. In addition, classes should promote courage and perseverance, and at the same time ensure psychological adaptability.

There is an urgent need to effectively ensure the leading role of physical education in the formation of a healthy, comprehensively and harmoniously developed personality. This is especially important in the context of a prolonged war, the growing impact of stress, which is a factor in the deterioration of physical and psychological conditions, the emergence of a state of chronic fatigue and exhaustion of students' performance.

In order to realize this, it is necessary to reorganize the educational process of physical education by integrating innovative practices that meet the needs caused by the war. This requires a transition to a new pedagogical concept and a redefinition of the goals of physical education in higher education institutions. A new theoretical framework based on the most modern and relevant research on this issue is needed. We would like to emphasize the need to study foreign experience in this matter, which requires careful study to implant positive empirically proven practices of physical education in the domestic educational process.

The emergence of physical culture was associated with the need to physically prepare young people for possible participation in military operations. The limited physical activity of students, due to the introduction of long-term distance learning, has been a factor in the recent trend of deteriorating health of a significant part of pre-conscription and conscripted youth.

In generating new pedagogical approaches in this process, we believe it is necessary to take into account the foreign experience of countries, in particular Israel, which has been on alert for half a century. Israel, as a country that is constantly defending itself, lives in an environment where anything can happen any year, and reservists may be needed. That is why, while the situation is relatively calm, the country

has made every effort to ensure that every student of higher education is ready to serve in the army.

Today, Israel is a model in the field of physical education in the implementation of military-patriotic training of students, which can be used to improve Ukrainian education. Undoubtedly, such knowledge has medical, social, and economic consequences. Adopting Israel's experience, Ukraine can implement such practices even based on existing facilities.

At the same time, the system of physical education in Israel is based on programs to promote healthy and active lifestyles in the education system. The Israeli School Health Promotion Network (HPSN) is actively working to improve the healthy lifestyle of students. In September 2011, the Israeli Ministry of Education (MOE) announced that next year educational institutions should promote «healthy and active lifestyles». Accordingly, each higher education institution independently develops physical education programs, determines their scope and goals in accordance with its needs, material and technical base, staff and educational beliefs. It should be noted that the main subjects of Israeli education programs are natural sciences and physical education [108].

However, in this area of physical education in Europe, some countries are ahead of Israel in terms of volume. In particular, in France, there are twice as many physical education classes in educational institutions, while in Israel there are only 90 minutes per week [101].

It should be noted that in general, the concept of physical education has recently undergone significant transformational processes in the world. In particular, the American National Standards for Effective Health and Physical Education define what a higher education student should know and be able to do as a result of mastering a highly effective physical education program (SHAPE America). According to these standards, during physical education classes, higher education students practice the knowledge and skills they will acquire during voluntary physical activity.

Accordingly, an innovative concept of integrated physical education has been formed. Integrated physical education is a modern and comprehensive concept that

enables higher education students to «transfer» learning from one subdiscipline to another to develop a complete discipline to ensure comprehensive development. This is not only physical education, games and sports, but it is a whole discipline that can change the whole lifestyle to ensure the comprehensive development of the individual.

We believe that the conditions of martial law require the integration of this concept into the educational process, which has every opportunity to realize the ability of students to use the skills of physical activity to perform a wide range of activities related to the development of an active and healthy lifestyle. At the same time, this way we can promote the comprehensive development of students' personalities.

The main thing that innovative physical education in higher education institutions should include is the acquisition of students' skills to apply physical education methods in various kinds of changes in the social environment, taking into account new realities. We position integrated programs as an alternative practice developed based on two or more scientific areas to achieve an academic goal in each discipline.

The integration of physical education and medicine is especially relevant in the context of martial law. The innovative program should include mastery of first aid medical skills and general physical education, including fitness, dance, gymnastics and outdoor games, etc.

Some of the participants in the educational process who found themselves in the epicenter of the hostilities suffered significant mental trauma in addition to physical trauma. Higher education students who suffered from the military aggression of the Russian Federation need significant psychological support. However, being in the territory of our country, everyone experiences psychological stress.

Physical education should contribute to solving the problem of psychological support [100, 107]. It is worth paying attention to the possibility of integrating physical education and psychology. This is aimed at improving the emotional state of students, helping them to overcome psychological fatigue, and generally improving their overall well-being.

The purpose of integrated physical education and psychology classes is to enable higher education students to master motivational techniques of unloading and recovery using physical education methods. In this process, the leading role is played by the innovativeness and creativity of the teacher, in accordance with the needs of each participant in the educational process.

Undoubtedly, in general, the new paradigm of physical education to overcome the challenges of martial law requires adaptation to the characteristics of each student. It is believed [101] that integrated physical education and medicine classes contribute to students' understanding of the relationship between physical activity and health. To help higher education students reduce stress, cope with emotional stress, and maintain psychological and physical health, it is necessary to develop practical recommendations for acquiring skills to normalize post-stress state through physical education.

Given that stress is a factor in the suppression of the body's protective functions and, accordingly, a decrease in the level of physical health, the acquisition of skills of psychological adaptation to stressful situations in the process of integrated training will help stabilize the psyche, which is in a permanently stressful state under the influence of war, and will counteract the exacerbation of psychological problems and their transition to a chronic stage.

In this aspect, it is extremely important to develop the skills of independent motor activity, which in martial law conditions are a means of eliminating the shortcomings of students' motor activity and, accordingly, improving their physical fitness and health, both physical and psychological. In turn, academic physical education classes for students should become a tool for mastering the skills and abilities of independent motor activity, adapted to the conditions of martial law [106].

Preparing students for independent physical exercises under martial law requires the following:

- gaining an understanding of the need for systematic physical exercises, taking into account the requirements of the current situation, as well as the formation of motivation for activity;

- reflective self-analysis of the state of one's physical and psychological health, opportunities to improve physical fitness on one's own;
- overcoming psychological obstacles, realizing readiness for self-education;
- choosing innovative means and methodological techniques for transmitting educational information, such as digital resources to support emotional and physical health.

We believe that the formation of students' interest in systematic physical activity cannot be realized overnight, but rather a step-by-step process. It is assumed that students have already acquired hygiene skills and certain psychophysiological knowledge in the process of physical education. However, information components should undoubtedly dominate in the formation of motivation to ensure an appropriate level of physical activity.

In connection with the latter, it is important to update the content of the methods to meet the requirements of wartime for their use. At the same time, the leading task is to promote health and a healthy lifestyle.

As a means of innovation for the development of innovative physical education programs and their individualization, it is proposed to use wearable devices for information exchange and data collection related to the control of their own physical activity and health. Technological progress is constantly changing our lives, including the field of physical education through the use of analysis methods.

It is believed [104], that the availability of effective feedback is a powerful factor in attracting students to regular physical education classes. One approach to improving the quality of physical education involves the use of mobile applications and wearable devices for tracking physical development and health. Such devices provide control over maintaining a balance of physical activity, and at the same time, they work as a means of increasing motivation to exercise.

Finally, in the aspect of our research, we support scientific approaches [102], that the leading place in the implementation of innovations in physical education is occupied by teachers. It is believed that they should dare to innovate and monitor the results of innovations in pedagogical practice [107]. Thus, a process of permanent

learning takes place, which is a powerful factor in stimulating students' interest in physical education, the development of innovative thinking, comprehensive development and health preservation.

So, the sphere of education, like all spheres of society, has undergone powerful changes and organizational transformation under martial law, which has become a serious challenge of today. Physical education is of particular importance in the educational process in higher education institutions, as one of the segments of the education system of Ukraine and the main means of preserving the health and working capacity of students.

The need to reorganize the educational process in physical education requires the introduction of innovative practices that meet the needs of the situation in the educational process caused by the war. This necessitates the transition to a new pedagogical concept of the full implementation of the educational potential of physical education in higher education institutions, and, accordingly, the redefinition of the goals of the educational process to adapt to the surrounding conditions of a prolonged state of war.

As innovative approaches in the educational process of physical education, it is proposed to consider the experience of foreign countries, in particular Israel, in terms of the need to introduce military-patriotic physical education; the experience of the United States in terms of health care; integrated physical education, which are advanced innovative practices in meeting the challenges of today. A special place in the educational process is given to independent work and the acquisition of knowledge and skills that can be used in extracurricular time.

The innovative direction of the reorganization of physical education belongs to the latest technologies, in particular, the introduction of the use of wearable sensors, which provide a unique opportunity to monitor the maintenance of the balance of physical activity in real-time to implement a personalized approach in the educational process, contributing to greater interest of students in classes and creating, based on the results of the control, the latest methods of health preservation using physical education.

In conclusion, it is stated that innovations in the educational process of physical education are aimed at acquiring higher education competencies of health care and psychological stability to counter the challenges that inevitably occur in the conditions of martial law.