**Физическая культура в образе жизни школьников**

**PHYSICAL EDUCATION IN THE LIFESTYLE OF SCHOOLCHILDREN**

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**Аннотация**

В статье рассматриваются актуальные вопросы физической культуры и оптимизации двигательной активности школьников как ключевых компонентов здорового образа жизни. Особое внимание уделяется генетически обусловленной потребности человека в движении и её роли в адаптации организма. В работе подробно рассматриваются основные средства физической культуры: физические упражнения, естественные силы природы и гигиенические факторы. Детально представлена классификация физических упражнений по различным параметрам, включая целевую направленность, развиваемые качества и интенсивность работы. Значительное место в статье отводится анализу влияния подвижных и спортивных игр на физическое и социальное развитие детей. Подчёркивается важность комплексного подхода к физическому воспитанию, основанного на медико-физиологических исследованиях и учитывающего возрастные особенности учащихся.

**Annotation**

The article discusses current issues of physical culture and optimization of physical activity of schoolchildren as key components of a healthy lifestyle. Special attention is paid to the genetically determined human need for movement and its role in the adaptation of the body. The paper examines in detail the main means of physical culture: physical exercises, natural forces of nature and hygienic factors. The classification of physical exercises according to various parameters is presented in detail, including the target orientation, the qualities being developed and the intensity of work. A significant place in the article is devoted to the analysis of the impact of outdoor and sports games on the physical and social development of children. The importance of an integrated approach to physical education based on medical and physiological research and taking into account the age characteristics of students is emphasized.

**Ключевые слова:** физическая культура, двигательная активность, здоровый образ жизни, физические упражнения, подвижные игры, спортивные игры, закаливание, двигательные навыки.

**Keywords:** physical culture, physical activity, healthy lifestyle, physical exercises, outdoor games, sports games, tempering, motor skills.

The academic load of schoolchildren, including homework, is very high, and there is not much time left for active muscular activity. In this regard, free time should be distributed wisely, as evenly as possible on the days of the week, so that it is enough for active recreation (outdoor games), physical education, and sports. For middle and high school students, studying takes more effort and time. In addition, they have an increased need for extracurricular activities. The balance of free time becomes even smaller. However, experience shows that if in such a situation a teenager withdraws from physical education, then well-being, sleep, mental performance may deteriorate, and academic performance may suffer.

It is advisable to introduce middle and high school students to sports that develop dexterity, flexibility and coordination of movements, providing a moderate uniform load on as large a group of muscles as possible (athletic and artistic gymnastics, acrobatics, figure skating, tennis, swimming). All of them do not require prolonged static loads or heavy efforts, which could negatively affect bone growth and the functioning of internal organs.

Physical exercise has a beneficial effect on the establishment and development of all functions of the central nervous system. Without movement, mental activity becomes difficult. Therefore, students who are constantly engaged in physical education and sports tend to do better in general education subjects. The introduction of children and adolescents to physical education and sports, which began at school age, creates the need for an active lifestyle for all subsequent years.

1. **Physical education and optimization of the regime of motor activity as one of the most important components of a healthy lifestyle of schoolchildren**

Physical education is the basis of a healthy lifestyle, and regular exercise increases a person's vitality, initiative, confidence, and creativity. Physical culture affects not only health, but also personal development and socialization. The importance of physical education in school is to promote the health and increase the social activity of children [3].

Doctors and teachers note the deterioration of the health of schoolchildren at the present time: they are more likely to have problems with posture, flat feet and other diseases of the motor system. One of the reasons is a sedentary lifestyle, as children spend a lot of time studying, doing homework, and using a computer.

Properly organized physical activity is an important factor in the formation of a healthy lifestyle and strengthening the health of schoolchildren. It promotes proper development and It serves as a means of leisure, reducing vulnerability to adverse factors, as children have an innate desire for movement and a sense of "muscular joy." The optimal mode of physical activity should include daily physical exercises, outdoor games, physical education, classes in sections and walks. Regular physical exercise improves children's health and creates positive emotions, increasing stress tolerance [4].

With age, the level of athletic activity among young people decreases, which is associated with insufficient motivation to engage in physical education. To improve this situation, new pedagogical and socio-psychological technologies and techniques are needed.

The problem of optimal motor regime in schools is an important medical and socio-economic issue, especially for school-age children who are prone to physical inactivity. Rational motor activity after mental stress must be included in the daily routine of schoolchildren.

Optimal physical activity throughout life is an important factor in the health of the population. G.P. Salnikova defines physical activity as purposeful motor activity necessary to maintain homeostasis and implement genetic programs [10].

According to WHO, modern living conditions are characterized by a decrease in physical activity and an increase in neuropsychiatric stress among schoolchildren, which affects both children and adults.

According to the concept of continuous physical education developed by B.H. Landa, physical education classes should be adapted to the age capabilities of students. The formation of motor activity and the need for movement is an important task of physical education. This process should be multifunctional with a combination of cognitive, sports and preventive orientation, adequate satisfaction of personal and social needs of schoolchildren [5].

For humans, movement is not just processes in the nervous system and musculoskeletal system, but a genetically determined vital need that ensures the functioning of the body and its adaptation to muscle loads.

Understanding the physiological mechanisms of adaptation makes it possible to solve the problems of improving the health and performance of schoolchildren in the process of physical education.

The ability to adapt to environmental changes is an important ability of every human being.

"Biological adaptation is a dynamic process that allows an organism to function in changing conditions" [7, p.42]. Knowledge about adaptation mechanisms is important for specialists in the field of physical culture and sports, as it helps in professional selection and training planning.

The body's adaptation to physical exertion takes place in several phases: the urgent effect occurs during exercise and continues during the recovery period; the delayed effect activates the restoration of energy resources within 48 hours after exercise, and the cumulative effect leads to an improvement in the physical performance of schoolchildren. Insufficient load level does not bring results, therefore, in order to achieve the effect, it is necessary to exceed the volume of inefficient loads. Exceeding the maximum permissible load level can lead to overtraining and disruption of adaptation [6].

Adaptive changes in schoolchildren's bodies under the influence of physical exertion occur at the stage of tension, adaptability, disadaptation and readaptation, where each stage is characterized by its own functional and structural changes. The main stages are tension and adaptability. The transition to a new stage requires additional energy costs ("adaptation costs"), which is regulated by the voltage level and the consumption of functional reserves.

Optimal functioning of the autonomic nervous system and motivation allow students to use their resources effectively and accelerate the recovery process. A violation of autonomic regulation leads to a decrease in working capacity and can manifest itself as neurocirculatory dystonia.

When designing a daily routine to achieve the required level of physical activity, it is important to set priorities and be prepared to rationalize it. Thus, active recreation should include walking, moderate and high-intensity sports, as well as regular physical activity among schoolchildren. To improve the general physical condition of school-age children, it is necessary to constantly take walks and strengthen the musculoskeletal system. Walking speed is considered optimal, allowing you to have a conversation without shortness of breath. In addition to active recreation, it is important to monitor healthy sleep, take into account gender and environmental factors, individual indicators of functional status and optimal nutrition of schoolchildren [2].

Thus, optimization of motor activity of schoolchildren can be achieved by a variety of means, but in any case it is necessary to be based on the results of comprehensive medical and physiological studies that reveal the features of morphofunctional development, physical performance, and the intensity of children's adaptation mechanisms to various environmental factors.

1. **The impact of physical education on the health of schoolchildren**

The exercises included in the physical education program can also have a positive effect on the development of the bone system, joints and general physical endurance. In addition, regular physical activity helps to maintain a normal weight, improve the general well-being and mental and emotional state of children. The teacher needs to plan the workload, taking into account all the age characteristics of younger students. It is important that classes are diverse, interesting and age-appropriate for children in order to maintain their interest and motivation. This approach creates favorable conditions for the full-fledged physical development of children in primary school age [11].

Physical exercises play an important role in maintaining the health and working capacity of schoolchildren and preventing diseases, which is confirmed by the research of many scientists. Optimal physical activity combined with a healthy diet helps to overcome the "coronary epidemic" and increase life expectancy.

School-age children are recommended to exercise for at least 2-2.5 hours a day, but intense exercise should be dosed taking into account the age of the children.

The main means of physical culture include: physical exercises, natural forces of nature, hygienic factors.

Physical exercises are movements or actions used to form and improve motor skills and develop physical qualities [9].

The effectiveness of physical exercises depends on their repeated repetition, which stimulates various processes in the body of schoolchildren: biochemical, physiological, mental and intellectual. The performance of these exercises is also associated with the development of mental processes: thinking, emotions, will, etc. In some cases, physical labor can be used as an additional means of physical improvement if it meets the goals of physical culture.

Physical exercises have a complex effect on the body of schoolchildren and cause physiological, mental and biochemical changes in their body. The effect of the exercises depends on the individual characteristics of the participants, the characteristics of the exercises themselves and the external conditions.

Physical exercises are divided into groups according to certain criteria. There are more than 300 classifications, as each exercise has many characteristics.

The main classifications divide the exercises into:

1. Target orientation (general development, professional, sports, restorative, therapeutic, etc.).

2. Development of qualities (strength, speed, endurance, coordination, flexibility, etc.).

3. Motor skills (acrobatics, gymnastics, running, jumping, throwing, etc.).

4. Structure of movements:

• Cyclical (walking, running, swimming);

• Acyclic (throwing, jumping);

• Mixed (long jump, running, hurdling).

• Effects on muscle groups (neck, back, abdomen, shoulders, legs, etc.).

5. Muscle working mode:

• Dynamic (contraction / elongation of muscles);

• Static (constant muscle length);

• Combined.

• Energy supply mechanisms:

• Aerobic (oxygen use);

• Anaerobic (lack of oxygen);

6. Mixed.

Work intensity: maximum, large, medium, small [12].

There are other classifications, for example, according to the effects on body systems, the use of projectiles, the number of participants, etc.

One of the most common means of physical education for children is outdoor and sports games.

Outdoor games play an important role in the physical education of children, contributing to the strengthening of physical health, the development of motor skills, coordination, social skills and team spirit. They also contribute to the formation of a positive attitude towards physical activity in children, as learning takes place in a playful and exciting way.

Sports games are an effective means of physical education of children. They not only help improve overall fitness, but also develop coordination, agility, and social skills. Sports games are also an excellent tool for developing strategic thinking in children [8].

The difference between sports games and outdoor games is the emphasis on physical activity and the form of interaction. Sports games are usually focused on the competitive aspect, where participants pursue the goal of victory and may include structured rules and team strategies. While outdoor games cover a wider range of activities, including informal fun aimed at a variety of movements and physical education without an explicit sports component. Outdoor games can be less formal and focused on general physical development, socialization, and fun, giving children freedom of choice and creativity during the gameplay.

Games occupy an important place in the diverse physical education of children, as they mainly involve natural human movements).

The natural forces of nature are the sun's rays, air, and water.

They play an important role in promoting the health and improving the working capacity of schoolchildren. The natural forces of nature can be used as accompanying conditions for physical exercises, enhancing their effect, and as an independent means for hardening the body through special procedures (air and sun baths, bathing). Staying outdoors improves metabolism, heart function, brain function, and overall body tone, while hardening with air, sun, and water increases resistance to diseases and stress [1].

Hygienic factors – measures for personal and public hygiene of work, everyday life, recreation, nutrition, environment, etc. In the process of performing physical exercises that have a diverse effect on the body of those involved, compliance with hygiene standards and rules is mandatory, because it increases the effect of physical exercise.

Thus, the competent use of physical exercises, natural forces of nature and hygienic factors makes it possible to successfully develop the physical and spiritual qualities of people, preparing them for successful professional and personal activities.

Strengthening and maintaining health is the most important task of the state policy in the field of education renewal. Her decision should play a role in preserving the nation and its gene pool. Physical culture plays a leading role in the implementation of this provision. Of all school subjects, he instills in the child a conscious and competent attitude towards his body, his health, and strives to accumulate and develop practical experience. This is the only academic discipline that is traditionally included in the basic education of preschoolers, schoolchildren, students, and all students.

Physical culture can be divided into a number of large sections, which, according to their characteristics, correspond to various directions and spheres of its use in society. The largest include basic physical education, sports (in the part in which it relates to physical education), professionally applied physical education, health and rehabilitation and "background" physical education.

The main thing in physical culture is physical exercises that combine specially selected complexes of muscle movements used for general strengthening of the body, physical development, in sports, in order to acquire the necessary skills in life. It should also be noted that the modernization of the Russian education system, including in the field of physical education of children and adolescents, is aimed at improving the intra-school environment, protecting children from its adverse factors, and creating comfortable conditions for the learning process, on which academic achievements and the health of schoolchildren depend.

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