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METHODS OF DIFFERENTIATED INSTRUCTION IN BASKETBALL OF FIFTH-GRADE STUDENTS OF UNDERCOMPLETED RURAL SCHOOLS

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Statement of the problem. Current socio-economic conditions and draw out the conditions for high performance, level of physical development and functional state of students. This is due to the need to strengthen the training and educational work in secondary schools of Ukraine and study effective methods of teaching and training students can take hard in school learning material and engage in physical training. The problem of quality, efficiency and development of physical education for the rural population has recently become extremely important. Modern rural undercompleted schools have their social and educational problems such as lack of physical infrastructure, poor guidance and staffing schools had occupancy class sizes, big-time teachers, and parents in household, lack of after-school recreational facilities [5, 8], [10, 4]. Ungraded school implies that the structure of the school classroom kits, which differ in the occupancy of both the school and each class in particular. Therefore, the question arises of teaching sports such schools.

Analysis of recent research and publications. Search means to enhance the physical education students, methodological improvement of physical education have devoted their research various scholars such as B.M. Shiyan [9, 118], T. Krutsevyh [6, 103], O.D. Dubohay [2, 65], V.G. Arefev [1, 84], O.V. Tymoshenko, ZH.H. Demina [11, 2].

Problems of rural small schools also engaged in P.E. Reshetnikov I.S. Solovetsky, V.A. Sukhomlinsky, P.T. Frolov and others who argue that the organization of the educational process in these schools has a number of essential features, because not only are no parallel classes, but sometimes separate classes[3, 12].

The specificity of the educational process from the physical culture of rural small schools is differentiated instruction and education, which, according to the authors [1, 115], [4, 152] provides educational material adjustment to the individual capabilities of students through differentiation

methods, tools, training activities relative intensity groups formed with approximately the same level of preparedness for students.

Finding innovative approaches to physical training lessons pupils in rural areas should note the special importance and appeal to them playing games. Playing basketball offset the deficit of motor activity and allows to solve a set of important challenges in working with students: to teach his own flesh to satisfy their need for a move to develop physical qualities, mental and creative abilities [8, 15].

The aim - to develop a method of differentiated instruction motor actions in basketball students in grades 5 rural small schools.

Research Methods - Theoretical analysis and synthesis of the literature, physiological testing, teacher testing of special physical training, statistical methods statistics.

Results. Efficiency of construction of the educational process in physical education in rural ungraded schools is accentuated physiological development capabilities as a teaching tool in basketball game action and regular replenishment of motor experience of students. It was assumed that the severity of each of the studied physiological factors are significant and effective in learning motor actions in the classroom basketball.

According to the existing curriculum of physical culture for pupils of 5-9 forms the content of the technical and tactical preparation of training material basketball fifth graders are stable; methods of movement; stop; turns on the spot; dribbling; double step; transmission; throws the ball [7, 32].

The results of the search and ascertaining experiment showed that boys and girls fifth grade during training the most informative broadcasts ball speed is a simple motor response, volitional qualities and feeling short time intervals ($p < 0.05$). In this game the action of boys affected frequency motions, whereas girls are more informative indicators of the intensity and speed of processing visual information, a sense of muscular effort on half-effort, differentiation distance and mental performance ($p < 0.05$). Therefore, in the main classes of basketball while studying transmissions exercise ball can be used for simple motor response speed: moves the signal from a variety of unusual assumptions, mobile games using gear ball exercises that require quick response to changing situation; for the development of volitional qualities: acrobatic exercises, vault, outdoor games and races, which require independent decision-making, taking initiative and determination; to improve feeling short time intervals: exercises with clearly specified execution time and the variation of execution time (eg, running 20 sec - jump 5 seconds); for the frequency of movements: Exercise with a maximum frequency of movements from a fixed start and stop; transfer the ball on the ground; juggling ball; to form the intensity and speed of processing visual information: exercises to play simultaneous movements of different body parts, obstacle course; to develop a sense of muscular effort on half-effort: exercise power given to reproduce the characteristics of motion exercises with balls of different masses; for a sense of differentiation Length: transfer the ball at

different distances; exercises to develop fidelity spatial and temporal parameters of dynamic movements without subjects and subjects: medicine ball, dumbbells, expander, etc.; to improve mental performance: mobile games and relay races for a small number of students.

As for keeping the ball, the boys and girls fifth grade become important figures in the development of the reaction rate on the moving object and a sense of distance ($p < 0.05$). In boys action, this game depends on the speed of complex motor response, whereas the girls of this age are more informative indicators for the frequency of movements, feeling short time intervals, a simple motor response, speed of visual information processing and mental performance ($p < 0.05$). Therefore, during the training Dribbling our attention was focused on the use of such exercises: to speed response to a moving object: keeping the ball in motion with the transfer companion relay with change movements signal the teacher; for a sense of distance: distance variation when dribbling exercises for accurate reproduction range, the performance of different weight throws volleyball balls, stuffed, soccer at a distance; to form a complex motor response: Exercise with a change of pace, speed and amplitude of motor action, keeping the ball in motion, circle, between the uprights; for the frequency of movements: short tempo exercises. Dribbling at different heights; feeling for short time intervals: exercises with varying execution time, with elements Relay change in direction that require temporal orientation; to improve simple motor reaction: movements for unusual signals from different assumptions, juggling objects; to speed the processing of visual information: exercises to play simultaneous movements in different parts of the body; Exercises to reproduce the asymmetric movements; to improve mental performance: mobile games and relay races using dribbling.

During training, a double step in fifth grade boys turned out the most significant indicators of the complex motor response, speed of processing visual information, a sense of distance and differentiation of maximum muscular effort ($p < 0.05$). While the girls in the same age in learning the double step in importance several other physiological parameters, such as: simple motor reaction, the equilibrium of the body, as a strong-willed and feeling short time intervals ($p < 0.05$). During the course of this technical steps we used the exercise: to develop complex motor response: exercises with fast switching attention from one activity to another; exercise in differentiation of spatial and temporal characteristics of the variation range of motion; to speed the processing of visual information: exercises to play simultaneous movements of different body parts, basketball relay, jumping; for differentiation destination: Exercises for accurate reproduction of distance, different types of movement; to develop a sense of maximal muscular effort: to exercise power play set features motion exercises with objects of different masses. In order to improve the simple motor response: exercises with simulated driving and throw after catching the ball, relay races with changing movements signal the teacher; to improve the balance of the body: the

maintenance of static postures, exercises restraint visual analyzer; for the development of volitional qualities: acrobatic exercises: tumbling back and forth, rack, rack on his head and hands, vault; outdoor games and relay races for taking initiative and creativity. To improve the sensation of short time intervals: intermittent exercise with a clear answer; outdoor games and races, which require temporal orientation.

Regarding education free throw, then students and schoolgirls grade 5 is the most informative indicators of attention. However, the boys in this game the action affects the frequency of movement, a reaction to a moving object, volitional qualities, a sense of distance and speed of processing visual information ($p < 0.05$). In girls, significant influence is indicator of the balance of the body ($p < 0.05$). Therefore, the content of lessons during training free throws were used in the following exercises: development of attention: exercises involving knocking factors; exercises with additional movements of different body parts; improvement rate movements: short tempo exercises; throws the ball at close range; reaction rate on the moving object: basketball exercises in pairs; outdoor games and relay races with the implementation throws the ball in the basket; improve volitional qualities: relay jumping; educational games with rules forgiven; develop a sense of distance: throws the ball in the basket at a given distance; variation in the performance of transmission distance the ball; Speed of processing visual information: exercises in pairs of high-speed nature; exercises with objects of different sizes and quantities; development of the balance of the body: the rack and turns of maintenance of equilibrium; Walking on a limited movement or increased resistance.

It should be noted that the learning game action took place under generally accepted stages of learning. Therefore, all the above-mentioned exercises used in step-depth training in the formation of motor skills.

Conclusions:

1. Successful learning activities in physical culture in rural ungraded schools depends on a number of specific features, such as logistical, scientific and methodological support, the availability of the gym, or school playground, sports equipment, filling class sizes and the degree of individualization of learning process with respect to each student.

2. During training action game of basketball students in grades 5 rural small schools are important physiological parameters, namely the speed of motor responses, attention span and speed of processing visual information, the balance of the body, the frequency of movements, volitional quality differentiation distance short-term visual memory, reaction to a moving object, play time intervals, a sense of muscular effort and mental performance ($p < 0.05$).

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ФОРМУВАННЯ ЕКОНОМІЧНИХ КОМПЕТЕНТНОСТЕЙ ПІДЛІТКІВ В ІНТЕРНАТНИХ ЗАКЛАДАХ

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В сучасних умовах питання економічної освіченості населення стає все більш актуальним. Внаслідок глобалізації, існуючі економічні механізми включають в себе всіх людей як окремо взятого регіону, так світу в цілому. Впродовж життя людина не може знаходитися поза економічними відносинами, і тому, навіть не займаючись господарською чи підприємницькою діяльністю, або не працюючи у

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