

N. Sosnitskaya,

Doctor of pedagogical sciences, professor
(Berdyansk state pedagogical university)

FEATURES OF FORMING THE CONTENT OF SCHOOL PHYSICAL EDUCATION AT THE BEGINNING OF THE XX CENTURY

The system of school physical education has a dual temporal orientation: in the past and in the future. Beyond the wide historical perspective remain unsolved the underlying mechanisms, which created in the distant past, but which objectively exist today and determine the future of modern school physical education. It is impossible to estimate the perspectives and even the logical structure of any methodological theory without mastering its genesis. Only on the basis of knowledge of specific historical and methodological facts of the development of modern methodical thought can not only get a new knowledge about the nature of the investigated phenomena and processes of teaching, reveal their regularities, but also make some predictions as for their future.

Scientific researches in the history of physics teaching were considered by such scientists as O. Buhayov (defining tendencies of modern teaching physics in secondary school), O. Serhyeyev (formation and development of methods of teaching physics). Researching of some problems connected with the history of the content of school physical education, have been conducted by the authors who examined this phenomenon in the context of history and pedagogy. Among them are close in the subject of our study such work of O. Balabetyan, M. Voloshin, M. Head, A. Leschynsky, W. Matsuk, E. Sulzhenko, N. Forostyanaya, O. Shkola where have been analyzed specific features of the content and methods of teaching physics, the question of improving curriculum in physics, and their importance for the formation and development of the subject.

The basis for solving this problem is the work that creates the theoretical basis of modern school physical education. Such scientists as P. Atamanchuk, A. Bugaev, S. Velichko, S. Goncharenko, A. Ivanytskyi, E. Korshak, O. Lyashenko, M. Martynuk, A. Pavlenko, Yu. Pasichnyk, M. Sadovoy, VA Syrotiuk, V. Sergienko, A. Sergeev, V. Sharko, M. Shutt and others consider the new methodological and methodical approaches to physics teaching and educational process. Thus, the study of the source base of the research gives a reason to believe that the formation and development of school physical education content in historical and methodological context from its inception to the present day has not been the subject of special study.

The main aim is to identify the main tendencies of forming the content of school physical education in Ukraine (the end of the nineteenth century – the first half of the twentieth century).

Thus, the formation of school physical educational content of the first half of the twentieth century is characterized by the detection of the most prudent structure of the course of physics with taking into consideration of age characteristics of pupils – concentric and sequential; agreement of scope and content of training material in connection with the development of physics and engineering, coordination in teaching physics, mathematics, chemistry, communication theory and practice through systematic practical and laboratory

classes. This period is characterized by the tendency to create a unified approach to the structure and content of school physical education.