

віших вимог тестування — обмежений час виконання. Тому бажано тренуватися із секундоміром у руках: на одне завдання у найпростіший частині має витратитися не більше двох хвилин.

Також важливою є емоційна підготовка, яка допоможе школяреві впоратися із хвилюванням в перші хвилини тестування. Якщо учень дуже хвилюється, то краще прикрити очі, розслабитися, пригадати що-небудь приємне. І лише після того, як прийде «робочий стан», можна уважно прочитати запитання. Не може бути такого, щоб учень нічого не знав. Тому не слід засмучуватися та лякатися у першу ж хвилину. Рекомендується почати з того запитання, на яке учень може правильно відповісти. Поступово пригадаються й інші. Якщо відповідь невідома, то краще запитання залишити й приступити до наступного.

Як же можна сформулювати поради учням для самостійної підготовки безпосередньо за декілька днів до тестування?

1. Залежно від психологічного типу учня («жайворонок» або «сова») максимально використовувати вранішній або вечірній час.
2. Складаючи план на кожний день підготовки, необхідно чітко визначити, що саме сьогодні треба повторити або вивчити.
3. Необхідно чергувати заняття та відпочинок: 40 хвилин занять, потім 10 хвилин перерви (краще у цей час прийняти контрастний душ).
4. Напередодні тестування обов'язково необхідно виспатися. Бажано увечері зробити невеличку прогулянку.
5. Обов'язково налаштовуйтеся на сприятливий результат. Ніколи не слід думати про те, що із завданням можете не впоратися.

Таким чином, тестування, що передбачає розвиток самостійності та спеціалізацію розумових здібностей, формує індивідуальний стиль розумової діяльності як стійкої сукупності індивідуальних варіацій у способах сприйняття, запам'ятовування та мислення, за якими стоять різні шляхи одержання, накопичення, переробки та використання інформації.

#### Література

1. Бодров В.А. Інформаційний стрес: Навчальний посібник для вузів. — М.: ПЕРСЕ, 2000. — 352 с..
2. Жданов О.І. Практична психологія і аутопсихологія: Лекції з курсу «Акмеологія здоров'я». — М: 1999. — 77 с.
3. Занюк С. Мотивація та саморегуляція учня .- К.: Главник, 2004. — 96 с .
4. Мислення дитини / Упор .: Максименко С., Кондратенко Л., Главник О. — К.: Главник, 2004. — 112 с.
5. Немов Р. С. Психологія : — В 3-х кн.— кн. 2 : Основы возрастной психологии .- М. : Гуманит. изд. центр ВЛАДОС , 2001 . — 254 с.

### **THE RELATION OF MEDICAL STUDENTS OF JUNIOR COURSES TO THEIR HEALTH AND TO THE PHYSICAL EDUCATION CLASSES AT THE UNIVERSITY.**

*Тkachenko H.V., Lukavenko H.G.  
Харківській національний медичний університет*

Self-discipline, constant responsibility for health and life of other people, contact with different human characters and different infections, the

necessity to make a decision promptly, tension of physical and mental forces, wide range of psycho-emotional and physical loads, great number of stress situation are due to the work of the doctors of different specialities [4]. The preparation of young specialists leads to obvious receiving of the system of definite knowledge, skill, habits and upbringing common and professional culture in them. Physical culture of medical students is included in common and professional culture, because doctor has to be healthy and supporting, strengthening patient's health must be the cause of his life. All that can be possible only by having knowledge, skill, motivation and will [1].

But it was proved long ago, that only correctly dosed physical exercises can be opposed to mental and emotional overloading, that students are exposed to. D.J. Pisarev underlined in his works, that wise person has to direct his affords not to "repair" his organism as spoiled boat, but has to lead sound mode of life when the organism needs to be repaired very seldom [3].

The aim of our work is the analysis of the relations of junior medical students to their health and the physical education exercises for making motive component of orientation to the healthy mode of life on the ground of back link.

The problems of relations of junior medical students of Kharkov National Medical University to their health and to the physical education exercises are under discussion in the article and the results of pedagogical observation on the ground of questionnaire are presented here.

140 students at the age of 17-18 years took part in the investigation. The investigation was held in the period from the September 2015 to May 2016 in the department of physical rehabilitation and sport medicine with the course of physical education in the frame of scientific themes of the department. "Investigation of the somatic health level and optimization of professional medical students by means of physical education and sport"(2015-2018). State registration number is 015U000241.

According to the results of investigation the majority of the junior students estimate their health as "good"(59%). 36% consider to have satisfactory state of health, 4% students estimate their health as unsatisfactory. During 1-2 years of studying at their university about 30% of students marked degradation state of health and degradation of the vision.

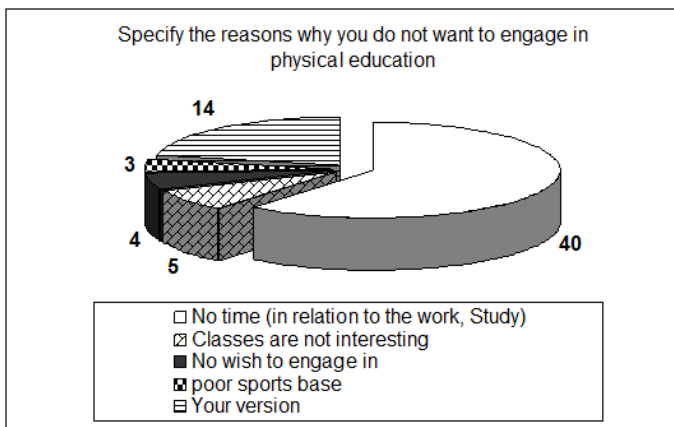
35 % of students consider their physical preparation as good, 46% — as satisfactory and 19% — unsatisfactory during their self estimating.

22% of students are sure that state tests' demands in physical preparation they can fulfill "excellently", 44% — "good", 32% — "satisfactory". Only 2% of students consider that they can't pass state tests standards in physical preparation.

Replying to the question "What kind of sports do you want to take up at the University ?" the likes of the students are grouped as: 44% of the students (generally females) want to take up aerobics , 28% of the students — volleyball, 24% of the students — general physical preparation, 19% track and field athletics, 13% — basketball. Separate kind of sport (football, wrestling, badminton, karate) are represented in the less than 10% for these kind of sport.

60% of the students replied "good", 38% — "satisfactory" to the question "In what way are the lessons in physical education holding in the University ? ". Notwithstanding on the positive estimation of the process of physical education in the University, some students miss studies and trainings. The causes that the students don't will attend them are represented on

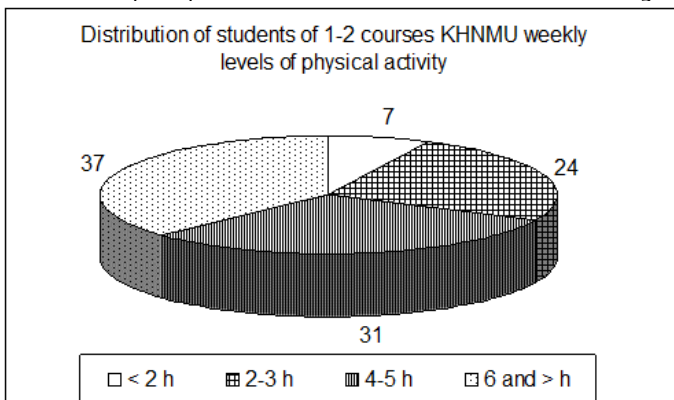
the picture 1.



**Picture 1.** Percentage distribution of reasons why the 1-2 year students KHNMU do not wish to engage in physical education

The majority of the students exile to the absence of time for the lessons due to the job. But everybody knows that one who wants that finds the possibility, one who doesn't want — finds the cause. The physical education lessons are in the work-out schedule and it is not difficult to be present there. Then, 40-45% of the students don't want to train and don't understand the significance of the physical education lessons for their health. 3% of the students mark that sport base of the University is not enough developed. 14% of the students have different personal causes why they do not want to be engaged in sport.

The students replied as following (picture 2) to the question "How many hours are you going in for sports during a week?". Only 37% of the students have minimum volume of moving activity during a week. That means that about 2/3 of students of medical establishments have hypokinetic syndrome of different level. It is known that such state is a risk factor of degradation of adopted potential and functional reserves of the organism.



**Picture 2.** Distribution of students of 1-2 courses KHNMU on levels of

physical activity a week.

There are different aims of the students' presence on the physical education lessons. 39% of the students visit the lessons to get a credit of the course.

The questionnaire shows that 27% of the students spend the time near computer less than 5 hours per week, 39% of the students — 5-15 hours per week, 21% — 15-30 hours per week and 12% — 30 and more hours per week. 43% of the students feel uncomfortable symptoms (fatigue, dreaming, vision disturbance, back pain).

Thus it is obtained that, in spite of the fact that the majority of the students estimate their health as good and satisfactory, it is marked that 40-45% of the students don't want to go in for physical education lessons at the University, because prefer to spend this time on something more important to their point of view (studies, job, communication with their friends). That means that 40-45% of medical university students do not perceive the importance of physical education and physical activity for saving and strengthening of the health.

So, summing up stated above we can draw to the conclusion that it is necessary to hold a course in theory of physical culture in every future doctor's life in higher medical establishment, because due to the state qualifying requirements to the professional preparation of the general practice doctors, they must master forming sound mode of life methods. For another thing general practice doctor is obliged to hold health educational work for upbringing population to promote healthy lifestyle, to protect illness, to realize case following up of the patients with survey work and health recovery. The implementation set forth above problems is impossible without general development of competence under the program "Physical culture": theoretical, methodical, practical and properly physical training [2].

#### References

1. Бушуев Ю. В. Рівень фізичного здоров'я студентів як клініко-фізіологічна основа фізичного виховання у ВНЗ: автореф. дис. ..канд. мед. наук: 14.01.24 / Ю. В. Бушуев; Дніпропетр. держ. мед. акад. — Д., 2007. — 20 с.
2. Егорычев А.О. Теоретические основы педагогической технологии управления психофизической подготовкой студентов к профессиональной деятельности // Фізичне виховання студентської молоді: проблеми та перспективи вирішення. Матеріали міжнародної електронної науково-практичної конференції / за ред. доктора педагогічних наук, доцента С.І. Присяжнюка. — К.: Видавничий центр НУБіП України, 2014. — С. 234-240.
3. Лазоренко С.А. Вплив комплексу заходів з оптимізації фізкультурно-оздоровчої діяльності на динаміку показників соматичного здоров'я студентів / С.А. Лазоренко // Педагогічні науки: теорія, історія, інноваційні технології. — 2013. — № 7 (33). — С. 126-133.
4. [http://www.antonovayu.ru/professionalnay\\_prikladnay\\_fizicheskay\\_podgotovka/ppfp\\_students\\_mediks/index.html](http://www.antonovayu.ru/professionalnay_prikladnay_fizicheskay_podgotovka/ppfp_students_mediks/index.html)