

5. Лисицин В. В. Некоторые аспекты психологической подготовки высококвалифицированных женщин-боксёров. *Ученые записки университета им. П.Ф. Лесгафта (СПбУ)*. 2014. №1 (107). С. 84-92.

6. Стрілецька І. І. Тривожність як індивідуальна властивість особистості (теоретичний аспект). *Науковий часопис Національного педагогічного університету ім. М.П. Драгоманова. Серія Психологічні науки*. Вип. 1 (46). К.: Вид-во НПУ ім. М.П. Драгоманова, 2015. С. 266-272.

7. Spilberger C. D. Anxiety as an emotional state. In: *Anxiety: Current trends in theory and research* V.I.N.Y. 1972. P. 245-256.

PEDAGOGICAL TECHNOLOGIES OF TEST CONTROL IN PHYSICAL EDUCATION OF STUDENTS WITH CHRONIC HEALTH CONDITIONS

Koryahin V., Blavt O.

Lviv Polytechnic National University

Abstract. The paper discusses the problems of test control in the physical education of students with chronic health conditions. In incarnation revealed procedural determinants of formation of pedagogical technologies of test control in physical education of students with chronic health conditions do carry out this process specifically to provide high probability of achieving the end result.

Introduction. evidence shows that the implementation of the health function of physical education of students with chronic health conditions requires an effective control system [6]. Leading industry experts [2], focus on the peculiarities of controlling students with health disabilities. According to the analysis of the available scientific and methodological literature, there are very few recommendations to date for the scientific substantiation and practical implementation of the test control of students with chronic health conditions, both in theoretical and practical perspective. Therefore, despite the accumulation of a considerable amount of theoretical and empirical material on control in physical education [3], its aspects of students with chronic health conditions remain unaddressed by scientists. To date, there is virtually no research on test monitoring of students with health disabilities: there is essentially no reference in the literature to specific scientific intelligence that would highlight perspectives on these issues.

The study objective is to identify the procedural determinants of the formation of pedagogical technology for the implementation of the concept of test control in the physical education of students with chronic health conditions.

Research methods. The following methods of the theoretical level were used: analysis, synthesis, comparison, abstraction, induction, generalization and systematization for obtaining theoretical and empirical materials, results of ascertaining and forming experiments [3] and provisions of designing pedagogical technologies [5].

Results. Pedagogical technology for the implementation of test control is an integrated process, with clearly defined ideas and methods of its organization [1]. The process of its formation is determined by the action of determinants. Based on these, test control in the physical education of students with chronic health conditions is organized to facilitate the productive realization of its potential.

It is believed that any pedagogical technology is a synthesis of the achievements of pedagogical science and practice, the combination of traditional elements and innovative innovations. The latter may also cover specialized technologies used in other fields of science and practice. In particular, new information technologies, educational, valeological, etc. In general, the monitoring process becomes a technology of test control only when it has been predicted, the final results and ways of their achievement are determined, the conditions for implementation and control are given, and the result obtained is as much as possible expected to be diagnosed. The formation of pedagogical technology for the implementation of test control in the physical education of students with chronic health conditions provides an indicative algorithm that determines the necessary steps in its development and is limited to a number of determinants.

The methodological basis for the formation of test control technology is scientific provisions based on the strongest positions of test theory. Therefore, the following methodological queries should be satisfied in this process:

- conceptualism: the concept of test control is at the heart of pedagogical technology;
- systematic: the presence in the pedagogical technology of all features of the system: the logic of the process, the interconnection of all its parts, integrity;
- controllability, which implies the possibility of variation by means and methods of technology to correct the results;
- effectiveness: pedagogical test-control technology must guarantee the achievement of the intended result of the concept;
- reproducibility, which implies the possibility of applying pedagogical technology in other educational institutions.

The next determinants of the formation of pedagogical technology for the implementation of test control in the physical education of students with chronic health conditions are the determination of its indispensable components. Among the latter: the goal, tasks, architectonics, principles,

pedagogical conditions for its practical implementation and the end result. In the structure of architectonics distinguish the following main components:

- conceptual, which reflects the main principles of pedagogical technology;
- meaningful, reflecting the purpose, content of control, methods, forms and means of its implementation;
- procedural, which contain provisions that ensure reproduction of the designed pedagogical technology.

The formation of pedagogical technology for the implementation of test control in the physical education of students with chronic health conditions provides for the mandatory fulfillment of the requirements of the design principles. As the main guiding norms of action, they ensure its effective implementation: the principle of expediency of goal-setting, the principle of integrity of technology of the test process, the principle of reproducibility of technology in a specific pedagogical environment to achieve the goals, the presence of the content of the test process with the initial parameters of students' psychophysical state and the principle of establishing the process of orientation as a set of diagnostic expediency and objectivity of control over its results; the principle adapt to the testing process features a contingent of students with chronic health conditions. The formulated principles of design are fundamental provisions in the development of a model of pedagogical technology for the implementation of test control in physical education of students with chronic health conditions.

To form a pedagogical technology for implementing the content of the concept of test control in the physical education of students with chronic health conditions to ensure the implementation of the provisions of certain principles, methodical methods of their implementation are needed. Thus, the requirements of the principle of feasibility of goal setting give test control a certain content and order of action that should contribute to the achievement of goals. This is reflected in the purpose and objectives as a tool to ensure the implementation of the concept. The appropriate test control objectives should be realistic, specific, and achievable for students, taking into account all the limiting factors of their health.

Conclusions. Effective implementation of the content of test control in the physical education of students with chronic health conditions is provided by the appropriate pedagogical technology, which is presented as a design, strategy, algorithm of the specialist's actions. The formation of pedagogical technology for the implementation of test control in the physical education of students with chronic health conditions is limited by the action of a number of procedural determinants. Among the identified: methodological inquiries, determination of indispensable components, meeting the requirements of the principles of pedagogical technology design; outlined methodical methods of implementation of these principles, pedagogical protespies, which will ensure excellent implementation of the content of technology in practice. The implementation of the identified

procedural determinants of the formation of pedagogical technology for the implementation of test control in the physical education of students with chronic health conditions make it possible to carry out this process purposefully to ensure a high probability of achieving the end result.

Further researches are directed on formation of pedagogical technology of realization of the concept of test control in physical education of students with chronic health conditions.

References

1. Alfrey L., Gard M. (2014). A crack where the light gets in: a study of Health and Physical Education teachers' perspectives on fitness testing as a context for learning about health. *Asia-Pacific Journal of Health, Sport and Physical Education*, 2014, 5(1), 3–18. <https://doi.org/10.1080/18377122.2014.867790>.
2. Baghurst T., Richard K., Mwavita M., Ramos N., Cheng M. (Reviewing Editor). Procedures and reasoning for skill proficiency testing in physical education teacher education programs. *Cogent Education*, 2015. 2(1), 1111716. <https://doi.org/10.1080/2331186X.2015.1111716>.
3. Dalen T., Ingvaldsen R.P., Roaas T.V., Pedersen A.V., Steen I., Aune European T.K.. The impact of physical growth and relative age effect on assessment in physical education. *Journal of Sport Science*, 2017. 17(4), 482–487. <https://doi.org/10.1080/17461391.2016.1268651>.
4. Di Tore P.A., Schiavo R., D'isanto T. Physical education, motor control and motor learning: theoretical paradigms and teaching practices from kindergarten to high school. *Journal of Physical Education and Sport*, 2016. 16(4), 1293–1297. <https://doi.org/10.7752/jpes.2016.04205>.
5. Geoffrey A., Power G., Handrigan A., Basset F.A. Ventilatory response during an incremental exercise test: A mode of testing effect. *Pedagogy*, 2012. 12(6): 491–498. <https://doi.org/10.1080/17461391.2011.573580>.
6. Koryahin V., Blavt O., Stetsyak O. Monitoring and Evaluation Component of Test Control System in Physical Education of Students with Chronic Health Conditions. *European Journal of Physical Education and Sport*, 2019. 7(1), 11–17. <https://doi.org/10.13187/ejpe.2019.1.11>.