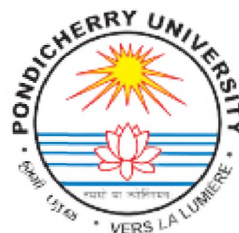




МІНІСТЕРСТВО  
ОСВІТИ І НАУКИ  
УКРАЇНИ



**МІНІСТЕРСТВО ОСВІТИ ТА НАУКИ УКРАЇНИ  
ХЕРСОНСЬКИЙ ДЕРЖАВНИЙ АГРАРНО-ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ  
ЗАПОРІЗЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ «ЗАПОРІЗЬКА ПОЛІТЕХНІКА»  
УЖГОРОДСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ  
УНІВЕРСИТЕТ АРИСТОТЕЛЯ В САЛОНІКАХ (ГРЕЦІЯ)  
УНІВЕРСИТЕТ ПОНДІЧЕРРІ (ІНДІЯ)  
УНІВЕРСИТЕТ У СХІДНОМУ САРАЄВІ (БОСНІЯ І ГЕРЦЕГОВИНА)**

# **АКТУАЛЬНІ ПРОБЛЕМИ ЗДОРОВ'Я, ФІЗИЧНОЇ КУЛЬТУРИ І СПОРТУ В СУЧАСНОМУ СУСПІЛЬСТВІ**

**Збірник статей міжнародної науково-практичної  
конференції**

**26 березня 2026 р.**

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UZHHOROD NATIONAL UNIVERSITY  
ARISTOTLE UNIVERSITY OF THESSALONIKI  
PONDICHERRY UNIVERSITY  
UNIVERSITY OF EAST SARAJEVO**

# **CURRENT ISSUES OF HEALTH, PHYSICAL CULTURE AND SPORTS IN MODERN SOCIETY**

**Collection of articles of the International Scientific and  
practical conference**



**March 26, 2026  
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Конференція покликана стимулювати обмін ідеями та тематичною інформацією між українськими та зарубіжними вченими, представниками наукового та спортивного середовищ, слугувати джерелом інформації про сучасний рівень наукового забезпечення спортивної діяльності.

Матеріали збірника подаються в авторській редакції та друкуються мовою оригіналу. Відповідальність за достовірність фактів, власних імен, цитат та інших відомостей несуть автори публікацій. Відповідно до Закону України «Про авторське право і суміжні права», при використанні наукових ідей та матеріалів цього збірника, посилання на авторів і видання є обов'язковим.

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## **EDUCATIONAL WORK WITH STUDENTS THROUGH INVOLVEMENT IN SECTIONAL PHYSICAL EDUCATION CLASSES**

***Павлюк Ірина, Кульгук Дмитро. Виховна робота зі студентами засобами залучення до секційних занять фізичним вихованням.***

***Abstract.*** *The article substantiates the educational potential of sectional physical education classes in higher education institutions. It is proved that the sectional form, based on voluntariness and individualization, increases students' motivation for physical activity and promotes a value-based attitude toward health. The pedagogical conditions for effective educational influence are determined. The study highlights the role of sectional classes in developing moral and volitional qualities, social and communicative competencies, and self-control skills. Sectional physical education is considered an essential component of the educational system in higher education institutions.*

***Keywords:*** *physical education, sectional classes, educational work, student youth, personal development.*

***Анотація.*** *У статті обґрунтовано виховний потенціал секційних занять з фізичного виховання у закладах вищої освіти. Доведено, що секційна форма, заснована на принципах добровільності та індивідуалізації, сприяє підвищенню мотивації студентів до рухової активності та формуванню ціннісного ставлення до здоров'я. Визначено педагогічні умови ефективної*

*реалізації виховного впливу секційних занять. Показано їх роль у розвитку морально-вольових якостей, соціально-комунікативних компетентностей та навичок самоконтролю. Обґрунтовано доцільність розгляду секційних занять як важливого елементу системи виховної роботи у ЗВО.*

***Ключові слова:** фізичне виховання, секційні заняття, виховна робота, студентська молодь, особистісний розвиток.*

**Problem Statement.** The modern approach to assessing educational work in higher education institutions is based on a systemic understanding of the educational process and the identification of a comprehensive set of factors that ensure its effectiveness. In this context, educational work is considered a multidimensional and continuous process that integrates academic, scientific, social, cultural, extracurricular, and, most importantly, sports activities of student youth.

Higher education institutions, in accordance with their social status and public mission, are intended not only to provide professional training for competitive specialists but also to foster the development of well-rounded, socially responsible individuals. The period of study at a higher education institution represents a crucial stage in the formation of a young person's personality, including the development of value orientations, worldview, civic position, and models of social and professional behavior.

In the context of the transformation of Ukraine's higher education system, the issue of forming a healthy, socially active, and responsible student personality is gaining particular importance. Increased academic workload, hypodynamia, heightened psycho-emotional stress, and a decline in students' motivation for systematic physical activity necessitate the search for effective, personality-oriented forms of physical education. Sectional physical education classes, based on the principles of voluntariness and individual choice, create favorable conditions not only for strengthening students' health but also for realizing their significant educational potential. At the same time, the pedagogical conditions for organizing sectional work in higher education institutions and the mechanisms of its influence

on students' personal development remain insufficiently explored in scientific research, which determines the relevance of this study.

The **aim** of the study is to theoretically substantiate the educational potential of sectional physical education classes in higher education institutions and to determine the pedagogical conditions for their effective influence on the personal development of student youth.

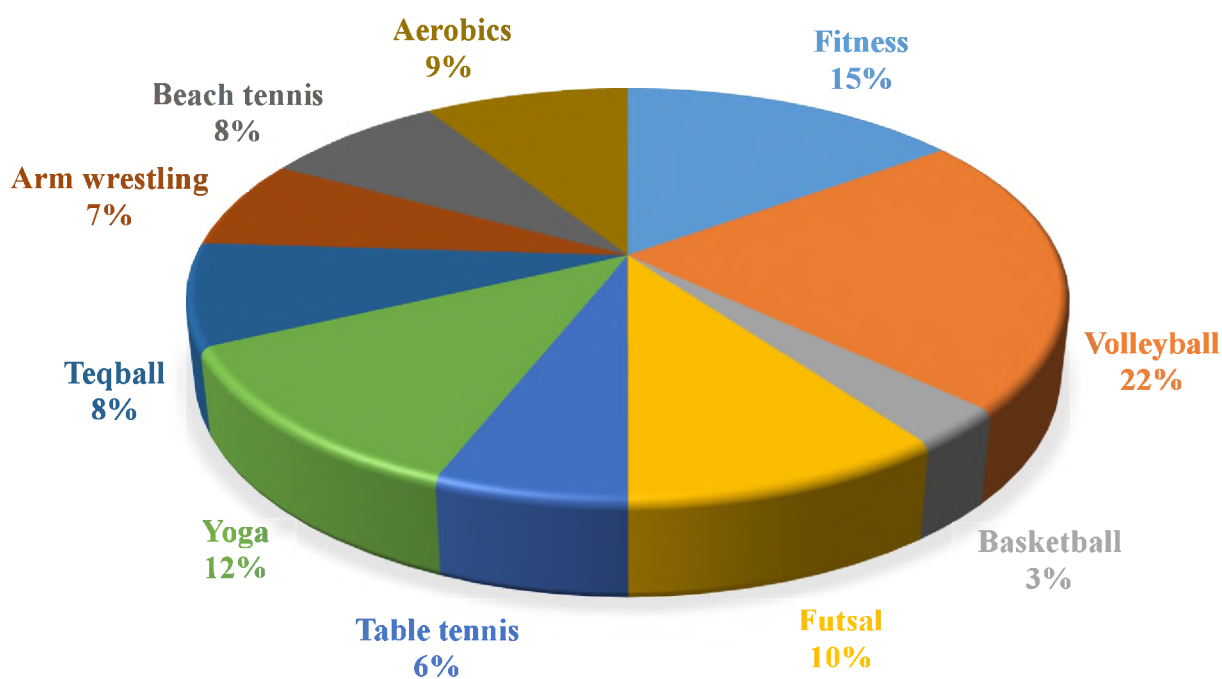
**Research Methods.** To achieve the stated objective, a set of interrelated research methods was employed, including theoretical analysis and generalization of scientific and methodological literature on student education and physical education; analysis of regulatory and legal documents in the field of higher education; pedagogical observation of the organization and implementation of sectional classes; as well as comparison and systematization of the obtained data. The study involved 102 students ( $n = 102$ ), both male and female, aged 17–20 years.

The modern paradigm of higher education in Ukraine is oriented not only toward the formation of a competent specialist but also toward the development of a harmoniously developed, healthy, and socially active individual. Physical education, as a component of this process, requires the search for innovative, student-centered forms. Traditional physical education classes often do not take into account students' individual interests and levels of preparedness, which reduces their motivation. The introduction and popularization of sectional classes (especially in non-traditional sports) is an effective way to overcome this contradiction [6, 9]. This form transforms physical activity from a compulsory element of the curriculum into a sphere of personal preferences and values, while opening up new opportunities for systematic and purposeful educational work.

The educational potential of sectional classes is realized through a number of interrelated areas of influence. First and foremost, intrinsic interest in the chosen type of physical activity ensures a deeper awareness among students of the relationship between systematic training, the level of physical health, psycho-emotional stability, and overall quality of life. This creates the preconditions for the

formation of a healthy lifestyle as a personally significant value rather than as an externally imposed norm [3, 7, 8].

To identify the characteristics of students' motivational preferences regarding participation in physical education, the structure of sport selection within sectional activities was analyzed. The distribution of students by types of motor activity makes it possible to assess not only the popularity of certain sports but also the effectiveness of implementing the principles of voluntariness and variability in physical education. The data presented in Figure 1 reflect the actual educational demands of students and serve as a basis for further improvement of the organization of sectional classes in higher education institutions (Fig. 1).



**Fig. 1. Structure of students' choice of sports within sectional classes (n = 102)**

As the data presented in Fig. 1 show, students prefer both traditional sports and non-traditional forms of physical activity, which is determined by varying levels of physical fitness, individual interests, and the need for self-realization. This differentiation of choice confirms the feasibility of implementing a multi-profile sectional system, which allows for a personally oriented approach to physical education. Moreover, the variety of sections contributes to increasing students'

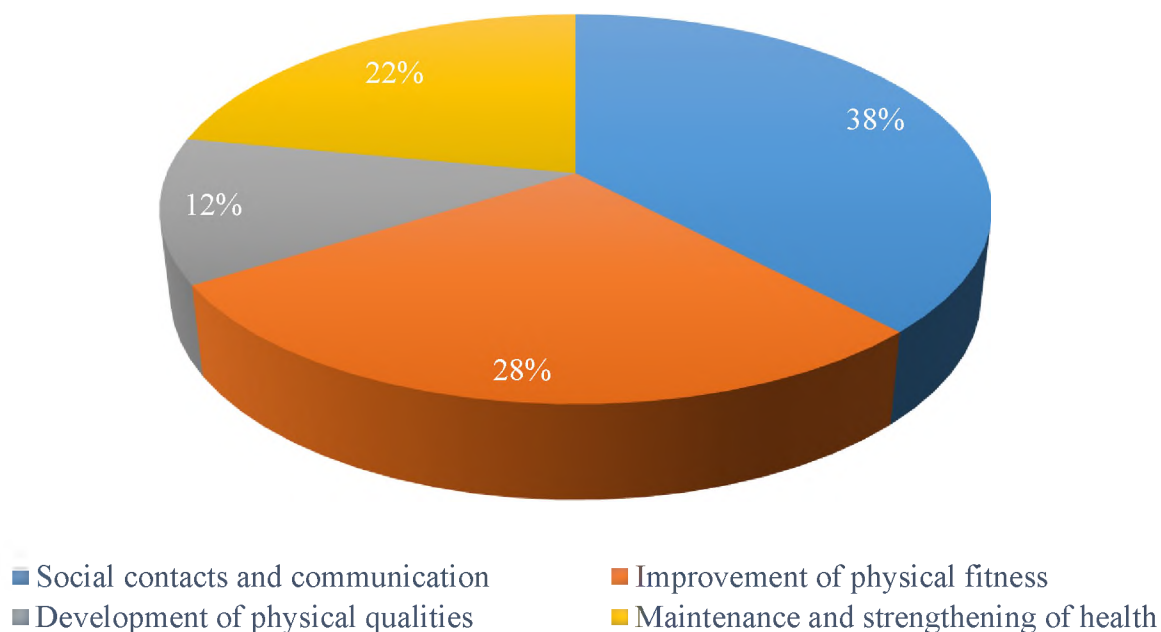
intrinsic motivation for regular participation, positively affecting both their level of physical activity and the development of a value-based attitude toward a healthy lifestyle.

Systematic participation in the training process creates pedagogical preconditions for the purposeful formation of the volitional sphere of a student's personality. These qualities are important not only for sports activities but also for successful learning and professional development of future specialists [4].

Participation in sectional physical education classes is an important factor in students' social development, as it creates an environment for interpersonal interaction and collaboration. In team sports, students actively develop skills in collective interaction, responsibility for shared outcomes, mutual support, and trust among participants [5]. At the same time, individual sports conducted in group settings promote the development of communication skills, tolerance, respect for others, and the ability to constructively experience both personal achievements and those of partners, which positively influences the socialization process of student youth and reduces the risk of social isolation.

In addition to the health benefits, sectional physical education classes perform an important socio-educational function. To illustrate this aspect, the main socio-communicative manifestations formed through regular student participation in sectional activities were summarized. The indicators presented in the figure reflect the comprehensive impact of group forms of physical activity on interpersonal interaction and social adaptation of student youth.

Analysis of Fig. 2 indicates that participation in sectional classes contributes to the development of skills in collective interaction, responsibility for shared outcomes, and the formation of trust and mutual support among participants in the educational process.



**Fig. 2. Socio-communicative effects of students' participation in sectional classes (n = 102)**

This effect is particularly pronounced in team sports, where success directly depends on coordinated actions and effective communication. At the same time, individual sports conducted in a group format create conditions for the development of social competencies, which positively influence the socialization of students and reduce the risk of feelings of isolation within the student community.

An important outcome of participation in sectional classes is the development of self-control and reflective skills. Under the guidance of a coach, students learn to analyze their own achievements and mistakes, regulate the level of physical load, and set realistic short-term and long-term goals. The acquired skills in self-organization and personal development have a clear transfer to academic activities and future professional practice [9].

In addition, regular physical activity within sections, carried out on the basis of voluntary participation and positive motivation, serves as an effective means of psycho-emotional relief, prevention of stress, and correction of negative psycho-emotional states. It also helps prevent destructive behaviors, such as apathy, offering a socially approved and constructive way to realize students' personal potential [2].

**Conclusions.** The conducted study has shown that sectional physical education classes in higher education institutions are an effective, personally oriented form of organizing physical and health-related activities, possessing significant educational potential. Their implementation on the principles of voluntariness, variability, and consideration of students' individual interests promotes increased motivation for regular physical activity and the formation of a stable positive attitude toward physical education as an integral component of a healthy lifestyle.

It has been proven that participation of student youth in sectional classes ensures a comprehensive educational impact, manifested in the formation of value-motivational aspects of personality, development of moral and volitional qualities, and improvement of self-discipline, responsibility, and purposefulness. Systematic training creates conditions for fostering the ability to overcome difficulties, self-regulate, and develop a conscious attitude toward one's physical and psycho-emotional state.

It has been established that sectional classes perform an important socializing function, forming a favorable environment for interpersonal interaction, the development of communication skills, and teamwork abilities. The impact of team sports is particularly significant, as they contribute to the development of experience in cooperation, mutual support, and responsibility for shared results, while individual sports in group settings also positively influence students' social adaptation.

Regular participation in sectional classes is an effective means of psycho-emotional relief and prevention of negative emotional states caused by academic workload. It helps reduce stress levels and prevents the emergence of destructive behaviors.

Thus, sectional physical education classes should be considered an important element of the educational work system in higher education institutions. The effectiveness of realizing their educational potential depends on purposeful pedagogical design of sectional activities, provision of adequate material and

technical resources, professional competence of teachers and coaches, and active involvement of students in organizing and evaluating their own performance. Prospects for further research lie in the development and testing of methods for quantitative and qualitative assessment of students' personal development dynamics during prolonged participation in sectional physical education classes

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