

ФОРМИРОВАНИЕ ПРОИЗВОЛЬНОГО ЗРИТЕЛЬНОГО ВНИМАНИЯ У СТУДЕНТОВ ИНСТИТУТОВ ФИЗИЧЕСКОЙ КУЛЬТУРЫ И СПОРТА В УСЛОВИЯХ ДИСТАНЦИОННОГО ОБУЧЕНИЯ

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Данная работа направлена на изучение особенностей произвольного зрительного внимания у студентов институтов физической культуры и спорта в условиях дистанционного обучения. Актуальность темы состоит в объективной необходимости выявления особенностей произвольного зрительного внимания у студентов институтов физической культуры и спорта в условиях дистанционного обучения приобретает особое звучание. Представляется, что в дальнейшем это позволит сформировать адекватную систему условий для лучшего восприятия студентами плотного и продолжительного информационного потока, поступающего каждому из них в процессе дистанционного обучения.

This work is aimed at studying the features of voluntary visual attention in students of physical education and sports institutes in the context of distance learning. The relevance of the topic is in the objective need to identify the features of voluntary visual attention in students of physical education and sports institutes in the context of distance learning acquires a special meaning. It seems that in the future this will allow to form an adequate system of conditions for better perception by students of a dense and long-term information flow received by each of them in the process of distance learning.

Ключевые слова: институт физической культуры и спорта, студент, физическая культура, спорт, произвольное зрительное внимание.

Keywords: Institute of Physical Education and Sports, student, physical education, sports, voluntary visual attention.

The situation in society that has developed in recent years in connection with the development of the coronavirus pandemic encourages us to find appropriate ways to improve the assimilation of educational material by students, despite the abundance of information that must be assimilated daily in significant quantities.

At the same time, it is understood that the continuation of the coronavirus pandemic and the resulting self-isolation regime can continue to significantly contribute to the establishment of distance learning for students as the only possible option for a long period of time. This circumstance can contribute to a significant increase in the number of students who resort to the help of information and communication technologies suitable for helping to compensate to one degree or another for the lack of voluntary visual attention in the process of assimilating educational material during

distance learning. University (institute) psychologists, whose activities are directly or indirectly aimed at supporting the educational process in an institution of higher professional education, in particular, at significantly increasing the share of students' visual attention in the process of educational activities conducted remotely, can provide great assistance to students. Accordingly, this affects a much wider range of people whose needs for assimilation of the material being studied, as well as finding more reliable sources of transmitting appropriate educational information to students in the proper volume and in a strictly established period of time are properly realized.

The desire of stakeholders to enhance the visual perception of students of physical education and sports institutes will require appropriate attention from the administration and staff of the institution in which they are studying. However, this aspect of the work will also be of interest for the development of the range of information and communication technologies in the educational direction, so it seems necessary to touch upon this issue as well.

The study confirmed the hypothesis adopted in it: voluntary visual attention of students of physical education and sports institutes who are studying remotely can be increased. This will happen if the teacher demonstrates the ability to interest students of physical education and sports institutes in studying the subject taught by using an activity-based approach and an impressive illustrative series.

A creative teacher competently and responsibly relies on the existing typological features of students' voluntary visual attention. According to the first of them, the teacher takes into account the existence of a student's predominant focus on the products of sensory-perceptual attention. Despite the general infantilization of modern society, and the indisputable fact that abstract attention does not prevail over concrete attention in every student, a wise and patient teacher still manages to fully utilize the potential of students' external attention through painstaking and purposeful work. It must be acknowledged that most modern students are not capable of sufficiently abstracting themselves from the objects of the external world and constantly conducting productive creative activity in their inner world. However, a wise and proactive teacher uses all the possibilities of an illustrative series, interactive models, modeling environments, etc. in order to introduce students to objects of external, sensory-perceptual attention. In addition, a proactive teacher also takes into account the second typological feature of students' visual attention, which consists in the fact that most of them have reduced internal, or intellectual attention. The teacher understands that on the other side of the monitor from him there are essentially unhappy young people, victims of hypertrophied libido, hormonal satiety and frequent dependence on one or another type of psychoactive substances. The teacher also understands that many modern students are dulling their ability to internal contemplation.

Therefore, he strives to compensate for this significant deficiency of student attention by enriching the visual component in every possible way. Actually, the auditory component is also significantly enriched by this teacher, but here it is not considered due to the narrower focus of the topic of this work. A highly professional teacher is fully aware that an additional aggravating factor in this situation of student voluntary visual attention is a significant reduction in memory capabilities.

The lecturer builds his work with students based on the understanding of the fact that images received by the student's inner world through external attention either do not linger in his memory for a long time, or undergo a significant distortion of their content. Therefore, the teacher makes all due efforts in this case so that each student studying with him can compare, contrast, and even more so - place the new visual image just accepted into his inner world in the appropriate classification series with the help of information and communication technologies.

The third typological feature of students' visual attention is also actively used by a passionately minded teacher. He represents how it relies on motor attention, directed, as already reported above, to movements and actions. Thus, the teacher uses the ability of the students' consciousness to at least partially compensate their visual attention for the missing extensive and richly content-filled associative series that arose mainly in previous generations of his graduates. If the verbal side of the student's answer in the credit lesson is clearly impoverished, then thanks to the understanding position of the teacher, many students will convey their life impressions with much greater expressiveness through movements and facial expressions. It is in this way that they will be able to demonstrate, to the extent appropriate for the credit, everything that should be expressed verbally, drawn or painted. An analysis of literary data shows that distance learning will give the best results precisely as a result of maximum concentration of the students' voluntary visual attention. It should be mentioned that all the above typological features of the visual attention of students studying in a distance learning format can be used when constructing a course of study by a teacher who is highly interested in the results of his pedagogical work. It should also be taken into account that all the features of students' attention taken into account in a timely manner, in one proportion or another, can have a decisive influence on the results of distance learning. Students studying in a distance learning format should understand that there may not be another appropriate way to organize the educational process over a long period of time. Therefore, every opportunity should be used to express your wishes to the teacher and representatives of the dean's office regarding the organization of distance learning [7]. For each survey, the student should answer informally so that the maximum number of possible inconveniences and discrepancies with his capabilities were initially eradicated, or significant amendments could be made to the methodology of teaching him this distance course [3].

Teachers participating in the organization and conduct of distance learning courses should make every effort to activate the voluntary visual attention of students by all available means, taking into account the typology of features noted in each member of the student group [6].

To the parents of students, or persons. Their substitutes, as well as authorized representatives of students, should take the initiative and be in a state of maximum possible familiarization with the progress and results of their child's participation in the distance learning course. If necessary, the parent should contact the teacher. Ask questions of interest to him and seek full adequate answers. If the parent is not satisfied with the communication with the teacher. He should contact the representative of the dean's office of the faculty where his child is studying. And draw the attention of responsible persons to the nature of teaching academic disciplines at this faculty [2].

The staff of the dean's offices of the faculties where the distance learning program is implemented should regularly be in contact with students and receive feedback from them on the progress of teaching them academic disciplines in a distance form [4]. If necessary, the surveys conducted should be distributed not only to students, but also to their parents and to the teachers working with them. Maximum efforts should be made to ensure that the entire set of objective comments and wishes for improving the distance course are immediately taken into account in the work of the faculty [1].

The staff of regional, city and district methodological centers should carefully consider all the methodological findings of proactive university teachers and make them an example for all other representatives of the teaching staff of universities working in this subordinate territory [5].

The conducted research prompts us to make the following conclusions:

1. There are certain features of the student's contemplative activity. The first of them is focused on his sensory-perceptual attention to the objects of the external world, which is perceived by the student with the help of the visual analyzer. This form of voluntary attention of the student is an integral condition for the cognition and transformation of the surrounding space. The next form of contemplative activity of the student uses his internal, or intellectual attention, which contributes to the perception of the subjective world of this student. The intellectual attention of the student acts as an instrument of his self-knowledge and self-education. The third form of contemplative activity of the student, characterized as motor attention, aimed at the movements and actions performed by a person. In the process of distance learning, it is the teacher, who resorts to gesticulation and facial movements.

2. The typology of students' voluntary visual attention includes three main features. The first typological feature is expressed mainly in the subject's concentration on the results of the work of sensory-perceptual attention. Its manifestation is that the student's abstract attention does not always dominate over his concrete attention. Accordingly, the student gives preference to objects of external attention to the greatest extent.

The second feature of the typology of students' voluntary visual attention is the reduction of internal, intellectual attention. It is impossible to notice without regret that many students have a dulled ability for internal contemplation and full memorization. He mainly uses the so-called "short" memory. The third typological feature of students' visual attention is characterized by an emphasis on motor attention, as well as movements and actions as its immediate objects. The compensatory possibility of conveying life impressions through movements and facial expressions is quite large, instead of doing this with the help of, for example, a drawing or a sketch.

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