ISSN 2410-0897 (Print)
ISSN 3041-1289 (Online)

10. Kravtsov V. O Metodolohichna kultura yak kharakterystyka profesiinoho svitohliadu maibutnoho vchytelia. Naukovi zapysky [Kirovohradskoho derzhavnoho pedahohichnoho universytetu imeni Volodymyra Vynnychenka]. Ser. ped. 2014. Vyp. 125. S. 93–97. URL: http://nbuv.gov.ua/UJRN/Nz_p_2014_125_25
11. Kulturolohiia. KhKh st. Slovnyk. Kyiv: Universytetska knyha, 1997. 249 s.
12. Nedilko V. Metodyka vykladannia ukrainskoi literatury v starshii shkoli. Kyiv : Vyshcha shkola, 1978. 246 s.
13. Pasichnyk Ye. Metodyka vykladannia ukrainskoi literatury v starshykh navchalnykh zakladakh. Kyiv: Lenvit, 2000. 384 s.
14. Savchenko O. Kliuchovi kompetentnosti - innovatsiinyi rezultat shkilnoi osvity. Ridna shkola. 2011. № 8–9 . S. 4 – 8.
15. Sydorenko O., Chuba V. Sytuatsiina metodyka navchannia: teoriia i praktyka. Kyiv : Tsentr innovatsii ta rozvytku, 2001. 256 s.
16. Slovnyk inshomovnykh sliv / Uklad.: S. M. Morozov, L. M. Shkaraputa. Kyiv: Naukova dumka, 2000. 680 s.
17. Stelmakhovych M. Ukrainska natsionalna shkola i narodna pedahohika. Pochatkova shkola. 1992 . №7−8. S. 3−5.
18. Filipchuk H.H. Natsiietvorchist osvity: monohrafiia / red. H. H. Filipchuk, M. I. Tsymbaliuk. Chernivtsi: Zelena Bukovyna, 2014. 397 s.
19. Shevchenko Z.O. Literatura yak skladova khudozhnoi kultury. Khudozhnia literatura v konteksti svitovoi kultury. 2012. S. 16–29.

Отримано редакцією 23.02.2026 р.
Прийнято редакцією 23.03.2026 р.
Опубліковано 6.04.2026 р.

УДК 37.013.42:796.011.3:004
DOI: 10.31376/2410-0897-2026-1-60-225-231

PROJECT TECHNOLOGIES OF ORGANIZING PHYSICAL EDUCATION OF ADOLESCENTS IN THE CONDITIONS OF DIGITAL SPACE: TOWARDS THE RESEARCH PROBLEM

Kyrychenko Valentyna
Candidate of Pedagogical Sciences (Ph.D.), Senior Researcher, Leading researcher of the Division of Educational Projecting
Institute of Problems on Education of the National Academy of Educational Sciences of Ukraine
e-mail: v.kyrychenko59@gmail.com
ORCID ID: 0000-0003-1248-1588

Necherda Valeriia
Ph.D. in Pedagogical Sciences, Senior Researcher, Senior Researcher of the Division of Educational Projecting
Institute of Problems on Education of the National Academy of Educational Sciences of Ukraine
e-mail: necherda@gmail.com
ORCID ID: 0000-0003-2571-5785

The purpose of the research is to outline the problem field of organizing physical education of adolescents using project technologies in the digital space. The authors note that project technologies will optimize the physical education of adolescents in the digital space and will contribute to increasing the level of physical education and motor activity of education seekers and creating a modern culture of a healthy lifestyle. The article emphasizes that the peculiarities of organizing a distance or mixed educational process increase the necessity to find mechanisms and tools for its renewal, in particular, through the digitalization of project technologies for organizing physical education. The use of digital tools in physical education will assist in forming moral and volitional qualities in adolescents, develop their independence, positive motivation and responsibility for their own physical development.

***Keywords**: adolescent, physical education, project technology, digitalization, healthy lifestyle.*

General setting of the problem and its connection with important scientific or practical tasks. The dynamics of the development of social life in wartime conditions imposes strict requirements concerning the formation of a child's personality, including adolescents, who, while preserving their own life and health, must learn to be socially active and socially competent, flexible and at the same time responsible for the implementation of their own life projects. Traumatic events, injuries, and psychological disorders received by adolescents during the war, which manifest themselves as multiple disorders of the development of the physical and psycho-emotional spheres of the personality, have a long-term impact on their lives and may cause the loss of meaningful and value orientations, an obstacle to choosing the goals of activity and implementing life projects.

Effective physical education is vital, as it assists adolescents to survive stressful situations associated with the military actions of the russian federation against our country and their consequences. Under such conditions, the potential of physical education as a system of socio-pedagogical measures aimed at preserving and strengthening health and hardening the body, harmonious development of human functions and physical capabilities, the formation of vital motor skills and moral and volitional qualities to overcome the permanent challenges of a crisis society is significant.

In this context, the senses and meanings of the research of project technologies for organizing physical education of adolescents in the digital space are elaborated to ensure the necessity to teach adolescents the skills to

ISSN 2410-0897 (Print)
ISSN 3041-1289 (Online)

preserve their own lives and health and find resources to overcome the consequences of war. Therefore, the essence of the research is to substantiate, elaborate and implement in the activities of secondary and extracurricular educational institutions project technologies for organizing physical education of adolescents, its content is to promote the values and advantages of a healthy lifestyle, assist them to acquire the necessary moral and volitional qualities (self-control, purposefulness, perseverance, determination, responsibility) and teach them effective health-preserving practices.

We are convinced that project technologies for organizing physical education will assist to increase its effectiveness, since they are based on the use of modern digital tools and platforms for effective planning, management and implementation of projects in the field of educational activities. The need for digitalization in solving modern educational problems is emphasized by Academician V. Kremen and other scientists of the National Academy of Pedagogical Sciences of Ukraine: «Martial law ... demonstrated an acute necessity for the use of digital technologies in the education system, thanks to it access to education remains uninterrupted. The necessity for a high level of digital potential and professional training of workers in the field of education and science has become a challenge for Ukraine. Therefore, the education and science system requires fundamental digital changes to meet global trends and promote the successful realization of each person's potential» [1, p. 7].

Therefore, the use of the educational potential of the digital space will allow automating processes in all areas of physical education (physical exercises, games, tourism, natural or hygienic factors), increasing productivity and ensuring constructive interaction between project team members, optimizing the physical development of adolescents in the digital space, regardless of their location and the format of the educational process.

Analysis of the main researches and publications concerning the problem raised. Revealing the role and importance of physical education in the development and formation of a teenager's personality, modern researchers focus their attention on the use of innovative, modern, interactive forms and digital technologies in sports and recreation activities. According to American scientists Ch. Dichev, D. Dicheva [2], the digital space provides new opportunities for modern physical education and self-development of pupils, and therefore the introduction of digitalization into the practice of organizing physical education is fundamentally important for the effectiveness of programs for the development of a growing personality.

In the research of Indian and Fijian scientists V. Tagimaucia, G. S. D'Souza, S. P. Chand [3], dedicated to the potential of online teaching of physical culture, the importance of project technologies in creating online programs to stimulate pupils to physical activity, develop their creativity, attentiveness and clarity in building and implementing plans for their own physical development is emphasized. The scientific position of Spanish scientists F. Calabuig-Moreno, M. H. González-Serrano, J. Fombona, M. García-Tascón [4], who positively assess the impact of virtual and augmented reality on the effectiveness of physical activity programs implemented in the educational environment of educational institutions and outside them – in clubs and sections, is unanimous. Australian and Indonesian scientists K. Sultoni, L. Peralta and W. Cotton [5] use project technologies to elaborate motivating programs for the health of the younger generation and courses to increase physical activity of pupils and emphasize that practice-oriented projects contribute to the formation of pupils' motivation to be physically active.

Romanian researchers A.-M. Cojocaru, M. Cojocaru, A. Jianu, R.Bucea-Manea-Tonis, D. G. Paun, P. Ivan [6] conduct a pedagogical reflection concerning the results of a research conducted for pupils involved in sports clubs and dedicated to changes in educational strategies for physical education as a result of the COVID-19 pandemic, which has increased the importance of digitalization in the practice of general secondary and extracurricular education institutions. Japanese scientist T. Shiraishi [7] notes that it is through digitalization that assistance is currently provided for pupils who are less active in physical education classes, physical education curricula are formed or refined, textbooks or teaching materials for physical education classes are prepared, sports events and competitions are organized, etc.

Similar are the conclusions of Brazilian scientists R. Smiderle, S. J. Rigo, L. B. Marques, J. A. Peçanha de Miranda Coelho, P. A. Jaques, who consider the digital space to be more conducive to positive changes in pupils' behavior and improvement of their sports results [8]. This is also emphasized by German researchers B. Taspinar, W. Schmidt, H. Schuhbauer [9], who believe that it is in the digital space that a teacher can combine the useful with the pleasant and apply didactic elements on a par with interactive ones, which will not only bring pleasure to pupils, but also increase the popularity of physical education lessons among them, and also enrich the teacher himself with effective means of increasing pupils' motivation for physical development and self-improvement.

The issues of educational, social and psychological feasibility of involving adolescents in physical education in the digital space, the role and place of physical culture in the education of moral and volitional qualities of adolescents are highlighted by Ukrainian researchers M. Tymchyk and N. Kasich [10]. Scientists A. Gureyeva, O. Chernenko, E. Doroshenko [11] substantiate a differentiated approach, individualization of physical improvement and the importance of moral training of adolescents.

The first comprehensive research in wartime «The level of involvement of children and youth in physical activity and the impact of sports on physical and mental health» was conducted in 2023 by the State Institute of Family and Youth Policy with the support of the Ministry of Youth and Sports of Ukraine and the «All-Ukrainian

ISSN 2410-0897 (Print)
ISSN 3041-1289 (Online)

Center for Physical Health of the Population «Sport for All». It recorded a deterioration in the physical and mental health of adolescents against the background of a sharp decline in the involvement of children and youth in physical activity and sports.

A change in the priority of factors that worsen the health of children and adolescents was also revealed. Previously, these were considered (in order of decreasing influence): unhealthy diet; sedentary lifestyle; computer and Internet addiction; lack of desire and motivation in children; insufficient development of sports infrastructure; lack of sections, clubs. Whereas after the beginning of the russian invasion of Ukraine, the most detrimental factors for children's health are the lack of security, the threat of shelling, permanent air raids; limited or no access to sports infrastructure due to its destruction or demolition; imaginary presence in lessons and uncontrollable performance of exercises, etc.

In Ukraine, over the past ten years, the number of scientific works concerning the physical education of schoolchildren and students, in particular, people with health disorders, has decreased. Instead, more attention has been paid to health fitness and recreation. Currently, the leading positions in this area, in addition to the Institute of Educational Problems of the National Academy of Educational Sciences of Ukraine, are occupied by the Mykhailo Dragomanov Ukrainian State University, the Lesya Ukrainka Volyn National University, and the Petro Mohyla Black Sea National University.

At the present stage, we need to improve the content of scientific research concerning the physical education of the younger generation, since the circumstances of martial law provide for a shift in emphasis on the physical training of youth who would be ready to defend Ukraine, their patriotic education during physical education and sports; the formation of a value-based attitude to their own and social health.

It should be noted that the problem of digitalization of physical education of adolescents in modern educational institutions has not yet been the subject of research by Ukrainian scientists.

Formulation of the purpose of the article. Based on the abovementioned, *the purpose of our research* is to outline the problem field of organizing physical education of adolescents using design technologies in the digital space. Accordingly, our *tasks* are to summarize data concerning project technologies, as well as to highlight the essence and main ideas of the mentioned research, its conceptual provisions and theoretical and methodological foundations.

Highlighting the procedure of theoretical and methodological research with an indication of research methods. *The scientific validity* of the proposed research is ensured by the philosophical provisions laid down in its basis about a person, the dialectical nature of his interaction with society, about morality and the principles of his upbringing; about the relationship between upbringing and development of the personality, consciousness and activity; philosophical and psychological ideas that reveal the dialectical connection of the phenomena of objective and subjective reality; basic provisions of the determination of the formation, development and functioning of the personality; methodological concepts about the nature of the will of the individual, conceptual provisions concerning the upbringing of moral and volitional qualities of the individual; methods of applying the potential of physical culture and martial arts classes in the educational process; modern aspects of the use of digital tools, interactive forms and methods of working with adolescents in sports and recreation activities.

Analysis of modern psychological and pedagogical sources and mass educational practice gives grounds to assert that the organization of physical education of adolescents is more effective in the context of a personally oriented, axiological, competency-based and project-technological approaches. Thus, *the theoretical and methodological basis of the research* is:

• *personally oriented approach* – provides for the orientation of the educational process on the personality of the adolescent, while the activity of the adolescent in the context of the introduction of project technologies into the practice of physical education is considered as a means of his self-improvement and the development of individual qualities and skills;

• *axiological approach* – emphasizes the necessity for value-based content in the organization of physical education of adolescents, contributes to the development of personal life values of adolescents in the digital space, in particular, a value-based attitude to one's own and social health;

• *competency-based approach* – orients adolescents towards forming their own constructive life strategy, according to it one of the main tasks is the development of moral and volitional qualities and competencies;

• *project-technological approach* – provides the possibility of a comprehensive solution to the problem of organizing physical education of adolescents, developing relevant instrumental support to achieve educational goals, and determining and agreeing on the stages of project implementation.

The theoretical and methodological basis of the research is the conclusions based on the results of scientific and sociological research, in particular, on changes in the life and dynamics of the health of children and adolescents in Ukraine under the influence of the war (G. Danylenko et al.) [12]. Theoretical and empirical methods were used in the research process. *The theoretical methods* selected were a system-structural analysis of psychological and pedagogical sources concerning the mentioned problem and theoretical generalization, as well as a historical and comparative method of studying foreign and domestic experience in organizing physical education of adolescents and an analysis of documentation of secondary education institutions to determine the content of activities for the

ISSN 2410-0897 (Print)
ISSN 3041-1289 (Online)

implementation of project technologies in the organization of physical education of adolescents. *The empirical method* was an event analysis of the educational practice of secondary education institutions, focused on the comprehensive development of the pupil's personality.

Presentation of the main material of the research with justification of the obtained scientific results. The importance of physical education as a system of socio-pedagogical measures aimed at preserving and strengthening health and hardening the body, harmonious development of human functions and physical capabilities, the formation of vital motor skills and moral-volitional qualities to overcome the permanent challenges of a crisis society is repeatedly actualized during the war. We are convinced that project technologies for its organization can increase the effectiveness of modern physical education of adolescents.

In modern psychological and pedagogical literature, there are many interpretations of the concept of «pedagogical technology», which are united by the definition of its purpose – increasing the effectiveness of the educational or upbringing process and guaranteeing the achievement of planned results by pupils. According to Academician S. Sysoeva, any pedagogical technology «must meet such criteria of technologicality as «systematicity – compliance with the features of the system: integrity, interconnection of all parts, logic of the process; conceptuality – reliance on a scientific concept that provides for the justification of achieving the goals of the educational process; reproducibility – the possibility of repeated application of pedagogical technology; manageability – variation in methods of managing the educational process, its stage-by-stage diagnostics, correction of results; effectiveness – ensuring the achievement of the result» [13, p. 130]. Project technology, from the point of view of scientists S. Sysoeva and N. Batechko, foresees the presence of a problem that requires integrated knowledge and a research search for its solution [14, p. 241–251].

Ukrainian scientist O. Yarmosh notes the positive impact of project technology on the development of leadership qualities, the desire for knowledge, reflection skills, creative, research and management activities in education seekers [15, p. 158]. Researcher G. Breslavska notes that project technology is a tool «that creates unique prerequisites for the development of key competencies (social, multicultural, informational, communicative, etc.) and independence … in understanding the new, stimulating … natural curiosity and creative potential» [16, p. 17]. Other domestic scientists O. Pehota, A. Kiktenko, O. Lyubarska believe that this technology, on the one hand, aims to solve the problem using various methods and tools, and on the other hand, it contributes to the integration of knowledge and skills from various fields of science, technology, and creativity [17, p. 90].

The opinion of Chinese scientists [18, p. 152] is unanimous, who emphasize that project technology is primarily focused on improving the quality of education and developing the pupil's personality through practical experience in solving certain problems by organizing various types of activities, in particular, cognitive-communicative, research, analytical and creative. Malaysian researchers [19, p. 211] emphasize the principles of project technology, such as variability, which implies freedom of choice while achieving the goal of the project, pragmatism, which consists in a purposeful search, selection and analysis of information necessary for solving the problem, and the principle of partnership, which ensures the success of the project.

Therefore, project technologies contribute to the formation of activity, independence and creativity of a adolescent, allow him to reveal leadership, creative and organizational abilities, teach him the ability to listen, analyze, systematize and structure information, correctly argue and present his own ideas. This technology «enables pupils to test various social roles: idea generator, developer, equal participant in collective activity, partner, consultant, advisor, leader. The main ones in project activity are friendly ties between project participants, the ability to work in a team for the result, recognize the importance of the contribution of others, and strengthen collective and individual responsibility» [20, p. 118].

We consider *project technologies for organizing physical education of adolescents* as a systemic set of methodological approaches, forms, methods, ways and techniques, the sequence of its implementation by means of physical culture contributes to the upbringing of moral and volitional qualities of the personality in adolescents (determination, purposefulness, confidence, discipline), the development of logical, critical and creative thinking in them and the practical application of knowledge, skills and life experience by them.

Today, the peculiarities of organizing a distance or mixed educational process increase the necessity to find mechanisms and tools for its renewal, in particular, through the digitalization of project technologies for organizing physical education, and therefore, drawing additional attention to:

- studying the potential of online resources (Google Classroom, Moodle, sports trackers, fitness applications) for organizing physical education of adolescents;
- integrating game elements into physical activity or gamification of virtual quests and challenges, organizing rating tables; use of fitness trackers, smart watches, mobile applications to track physical activity and its impact on the adolescent's body;
- stimulation of online physical education meetings, webinars, training streaming, interactive consultations concerning independent planning by pupils of physical activity or individual training plans in conditions of distance formats of organizing the educational process;

ISSN 2410-0897 (Print)
ISSN 3041-1289 (Online)

- increasing the motivation of adolescents to care about their own health and popularize relevant messages of a healthy lifestyle by means of network communication (groups on social networks, maintaining educational blogs, publishing training results, sharing experience in communities, etc.);

- development of teamwork skills for results and communication leadership by means of project technologies of physical education (development and presentation of fitness programs, blogs about a healthy lifestyle, training plans for peers, organization of online competitions).

Regarding the importance of digitalization in the modern educational process, Academician S. Sysoeva notes: «The development of digital educational technologies contributes to the transformation of the model of the educational process organization (from the education for all to the education for everyone approach), allows to develop individual educational trajectories for pupils, take into account their pace, interests, and characteristics» [21, p. 17]. Therefore, the introduction of digital technologies during the development and implementation of projects aimed at the physical education of adolescents will provide the possibility of individualization of the educational process, online monitoring of physical indicators and integration of gamified methods, and the use of mobile applications, virtual simulators and online platforms will make physical education accessible and interesting. Also, the organization of physical education of adolescents in the digital space can have a positive impact on environmental conservation through the formation of environmentally conscious behavior in adolescents, focused on an active lifestyle without excessive use of vehicles and resources.

Conclusions from the research and prospects for further scientific explorations. Thus, project technologies will allow optimizing the physical education of adolescents in the digital space and will contribute to increasing the level of physical education and motor activity of pupils and creating a modern culture of a healthy lifestyle. The use of digital tools in the physical education of adolescents will assist in forming their moral and volitional qualities, develop their independence, positive motivation and responsibility for their own physical development. Therefore, the prospects for further scientific explorations are to develop and implement innovative project technologies for organizing physical education of adolescents in the practice of educational institutions. At the same time, we believe that priority attention is also required to the problems of developing and substantiating project technologies for organizing physical education of adolescents with other subjects (biology, computer science, psychology) during the war.

References

1. Кремень В. Г., Биков В. Ю., Ляшенко О. І., Литвинова С. Г., Луговий В. І., Мальований Ю. І., Пінчук О. П., Топузов О. М. Науково-методичне забезпечення цифровізації освіти України: стан, проблеми, перспективи : наукова доповідь загальним зборам НАПН України 18–19 листопада 2022 р. *Вісник НАПН України.* 2022. № 4 (2). С. 1–49.

2. Dichev Ch., Dicheva D. Gamifying education: what is known, what is believed and what remains uncertain: a critical review. *International Journal of Educational Technology in Higher Education.* 2017. № 14 (9). DOI: 10.1186/s41239-017-0042-5.

3. Tagimaucia V., D'Souza G. S., Chand S. P. Exploring Online Physical Education Teaching: What Have We Done and What Have We Learnt? *International Review of Research in Open and Distributed Learning*. 2024. № 25 (1). P. 127–151.

4. Calabuig-Moreno F., González-Serrano M. H., Fombona J., García-Tascón M. The Emergence of Technology in Physical Education: A General Bibliometric Analysis with a Focus on Virtual and Augmented Reality. *Sustainability.* 2020. № 12. 2728. doi:10.3390/su12072728

5. Sultoni K., Peralta L., Cotton W. Technology-Supported University Courses for Increasing University Students' Physical Activity Levels: A Systematic Review and Set of Design Principles for Future Practice. *Int. J. Environ. Res. Public Health*. 2021. № 18 (11). 5947. DOI: 10.3390/ijerph18115947.

6. Cojocaru A.-M., Cojocaru M., Jianu A., Bucea-Manea-Tonis R., Paun D. G., Ivan P. The Impact of Agile Management and Technology in Teaching and Practicing Physical Education and Sports. *Sustainability*. 2022. № 14 (3). 1237. DOI: 10.3390/su14031237.

7. Shiraishi T. Competition Law Sanctions in Japan. *The Cambridge Handbook of Competition Law Sanctions*. Cambridge University Press, 2022. P. 500–519.

8. Smiderle R., Rigo S. J., Marques L. B., Peçanha de Miranda Coelho J. A., Jaques P. A. The impact of gamification on students' learning, engagement and behavior based on their personality traits. *Smart Learning Environments.* 2020. № 7 (3). DOI: 10.1186/s40561-019-0098-x.

9. Taspinar B., Schmidt W., Schuhbauer H. Gamification in Education: A Board Game Approach to Knowledge Acquisition. *Procedia Computer Science.* 2016. № 99. P. 101–116.

10. Тимчик М., Касіч Н. Технології забезпечення єдності фізичного і військово-патріотичного виховання старшокласників. *Науковий часопис Українського державного університету імені Михайла Драгоманова. Серія: 15*. 2024. № 10 (183). С. 241–245.

11. Гурєєва А. М., Черненко О. Є., Дорошенко Е. Ю. Теорія і методика фізичного виховання: основи спеціальної термінології у фізичному вихованні : навч. посіб. Запоріжжя : ЗДМУ, 2020. 78 с.

12. Даниленко Г. М. Страшок Л. А., Сидоренко Т. П., Ісакова М. Ю., Завеля Е. М., Водолажський М. Л. Особливості психологічного стану внутрішньо переміщених дітей шкільного віку та підлітків в умовах війни. *Сучасна педіатрія. Україна.* 2023. № 4 (132). С. 51–55.

13. Сисоєва С. О. Педагогічні технології: коротка характеристика сутнісних ознак. *Педагогічний процес: теорія та практика*. 2006. № 2. С. 127–131.

ISSN 2410-0897 (Print)
ISSN 3041-1289 (Online)

14. Сисоєва С. О., Батечко Н. Г. Вища освіта України: реалії сучасного розвитку. Київ : ВД ЕКМО, 2011. С. 241–251.

15. Iarmosh O. Project method as a basis for forming students' creative and social entrepreneurship skills. *Online Journal for Research and Education.* 2019. № 17. P. 157–161.

16. Breslavska H. Rozwój twórczego myślenia za pomocą technologii projektowej w procesie kształtowania kompetencji zawodowych przyszłych specjalistów. *Knowledge, Education, Law, Management.* 2020. № 5 (33). P. 5–20.

17. Пєхота О. М., Кіктенко А. З., Любарська О. М. Освітні технології : навч.-метод. посіб. Київ : А.С.К., 2001. 256 с.

18. Huyen L. T., Nguyen T. N. A. Project-based learning for primary students: from theory to practice. *Viettesol International Convention. Innovation and Globalization*. 2020. P. 152–169.

19. Sirwesvary M., Khairul Azhar J. Implementations of Project Based Learning in Primary Schools. *International journal of academic research in progressive education and development.* 2025. № 14 (1). P. 206–223.

20. Нечерда В. Б., Кириченко В. І. Підлітки уразливих категорій: типологія і особливості виховання в умовах закладів загальної середньої освіти : метод. посіб. Кропивницький : Імекс-ЛТД, 2019. 134 с.

21. Sysoieva S. Digitalization of education: pedagogical priorities. *Education: Modern Discourses*. 2021. № 4. P. 14–22.

ПРОЄКТНІ ТЕХНОЛОГІЇ ОРГАНІЗАЦІЇ ФІЗИЧНОГО ВИХОВАННЯ ПІДЛІТКІВ В УМОВАХ ЦИФРОВОГО ПРОСТОРУ: ДО ПРОБЛЕМИ ДОСЛІДЖЕННЯ

Кириченко Валентина Іванівна
кандидат педагогічних наук, старший науковий співробітник, провідний науковий співробітник відділу виховного проєктування Інституту проблем виховання
Національна академія педагогічних наук України
Нечерда Валерія Борисівна
кандидат педагогічних наук, старший дослідник, старший науковий співробітник відділу виховного проєктування Інституту проблем виховання
Національна академія педагогічних наук України

Проблема: *організація фізичного виховання підлітків в умовах цифрового простору.*

Мета: *окреслення проблемного поля організації фізичного виховання підлітків засобами проєктних технологій в умовах цифрового простору. Завданнями роботи є узагальнення даних щодо проєктних технологій, а також висвітлення сутності й основних ідей дослідження та його концептуальних положень.*

Методи дослідження: *теоретичні – системно-структурний аналіз психолого-педагогічних джерел, теоретичне узагальнення, історико-порівняльний метод вивчення зарубіжного й вітчизняного досвіду з організації фізичного виховання підлітків, аналіз документації закладів загальної середньої освіти для визначення змісту діяльності з упровадження проєктних технологій в організацію фізичного виховання підлітків; емпіричний метод – івент-аналіз виховної практики закладів загальної середньої освіти, орієнтованої на всебічний розвиток особистості учня.*

Основні результати дослідження. *Підвищувати ефективність сучасного фізичного виховання підлітків можуть проєктні технології його організації, які сприяють формуванню активності, самостійності, креативності підлітка, виявленню його лідерських, творчих, організаторських здібностей. Особливості дистанційного чи змішаного освітнього процесу посилюють необхідність пошуку механізмів та інструментів його оновлення, зокрема шляхом цифровізації проєктних технологій організації фізичного виховання, а отже, акцентуванні додаткової уваги на: вивченні потенціалу онлайн-ресурсів для організації фізичного виховання учнів; інтеграції ігрових елементів у фізичну активність або гейміфікації віртуальних квестів та челенджів, упорядкуванні рейтингових таблиць; застосуванні фітнес-трекерів, розумних годинників, мобільних застосунків для відстеження фізичної активності та її впливу на організм; стимулюванні проведення онлайн-зустрічей з фізичного виховання, вебінарів, стрімінгів тренувань, інтерактивних консультацій щодо самостійного планування учнями фізичних навантажень чи індивідуальних тренувальних планів в умовах дистанційного навчання; підвищенні мотивації підлітків до турботи про власне здоров'я і популяризації актуальних меседжів здорового способу життя засобами мережевої комунікації; розвитку умінь командної роботи та комунікаційного лідерства засобами проєктних технологій фізичного виховання.*

Наукова новизна результатів дослідження: *проблема цифровізації фізичного виховання підлітків у сучасних закладах освіти досі не була предметом досліджень українських учених.*

Висновки та конкретні пропозиції авторок: *проєктні технології дають змогу оптимізувати фізичне виховання підлітків у цифровому просторі, сприятимуть підвищенню рівня фізичної вихованості й рухової активності здобувачів освіти, поширюватимуть сучасну культуру здорового способу життя. Використання цифрових засобів у фізичному вихованні підлітків допоможе формуванню в них морально-вольових якостей, розвитку їхньої самостійності, позитивної мотивації та відповідальності за власний фізичний розвиток.*

ISSN 2410-0897 (Print)
ISSN 3041-1289 (Online)

Ключові слова: *підліток, фізичне виховання, проєктна технологія, цифровізація, здоровий спосіб життя.*

Список використаної літератури

1. Kremen, V. H., Bykov, V. Yu., Liashenko, O. I., Lytvynova, S. H., Luhovyi, V. I., Malovanyi, Yu. I., Pinchuk, O. P., & Topuzov, O. M. (2022). Naukovo-metodychne zabezpechennia tsyfrovizatsii osvity Ukrainy: stan, problemy, perspektyvy. Naukova dopovid zahalnym zboram NAPN Ukrainy 18-19 lystopada 2022 r. [Scientific and methodological support for the digitalization of education in Ukraine: status, problems, prospects. Scientific report to the general meeting of the National Academy of Sciences of Ukraine on November 18-19, 2022.]. *Visnyk NAPN Ukrainy, 4*(2), 1–49. [in Ukrainian].

2. Dichev, Ch., & Dicheva, D. (2017). Gamifying education: what is known, what is believed and what remains uncertain: a critical review. *International Journal of Educational Technology in Higher Education, 14*(9). doi: 10.1186/s41239-017-0042-5

3. Tagimaucia, V., D'Souza, G. S., & Chand, S. P. (2024). Exploring Online Physical Education Teaching: What Have We Done and What Have We Learnt? *International Review of Research in Open and Distributed Learning*, *25*(1), 127–151.

4. Calabuig-Moreno, F., González-Serrano, M. H., Fombona, J., & García-Tascón, M. (2020). The Emergence of Technology in Physical Education: A General Bibliometric Analysis with a Focus on Virtual and Augmented Reality. *Sustainability, 12*, 2728. doi:10.3390/su12072728

5. Sultoni, K., Peralta, L., & Cotton, W. (2021). Technology-Supported University Courses for Increasing University Students' Physical Activity Levels: A Systematic Review and Set of Design Principles for Future Practice. *Int. J. Environ. Res. Public Health*, *18*(11), 5947. doi: 10.3390/ijerph18115947

6. Cojocaru, A.-M., Cojocaru, M., Jianu, A., Bucea-Manea-Tonis, R., Paun, D. G., & Ivan, P. (2022). The Impact of Agile Management and Technology in Teaching and Practicing Physical Education and Sports. *Sustainability*, *14*(3), 1237. doi: 10.3390/su14031237

7. Shiraishi, T. (2022). Competition Law Sanctions in Japan. *The Cambridge Handbook of Competition Law Sanctions*. Cambridge University Press, 500–519.

8. Smiderle, R., Rigo, S. J., Marques, L. B., Peçanha de Miranda Coelho, J. A., & Jaques, P. A. (2020). The impact of gamification on students' learning, engagement and behavior based on their personality traits. *Smart Learning Environments, 7*(3). doi: 10.1186/s40561-019-0098-x

9. Taspinar, B., Schmidt, W., & Schuhbauer, H. (2016). Gamification in Education: A Board Game Approach to Knowledge Acquisition. *Procedia Computer Science, 99,* 101–116.

10. Tymchyk, M., & Kasich, N. (2024). Tekhnolohii zabezpechennia yednosti fizychnoho i viiskovo-patriotychnoho vykhovannia starshoklasnykiv [Technologies for ensuring the unity of physical and military-patriotic education of high school students]. *Naukovyi chasopys Ukrainskoho derzhavnoho universytetu imeni Mykhaila Drahomanova, 10*(183), 241–245. [in Ukrainian].

11. Hurieieva, A. M., Chernenko, O. Ye., Doroshenko, E. Yu. (2020). Teoriia i metodyka fizychnoho vykhovannia: osnovy spetsialnoi terminolohii u fizychnomu vykhovanni: navchalnyi posibnyk [Theory and methods of physical education: basics of special terminology in physical education: textbook]. Zaporizhzhia: ZDMU. 78 s. [in Ukrainian].

12. Danylenko, G. M., Strashok, L. A., Sydorenko, T. P., Isakova, M. Yu., Zavelya, E. M., & Vodolazhskyi, M. L. (2023). Osoblyvosti psykholohichnoho stanu vnutrishno peremishchenykh ditei shkilnoho viku ta pidlitkiv v umovakh viiny [Peculiarities of the psychological state of internally displaced school-age children and adolescents in war conditions]. *Modern Pediatrics. Ukraine, 4*(132), 51–55. [in Ukrainian].

13. Sysoieva, S. O. (2006). Pedahohichni tekhnolohii: korotka kharakterystyka sutnisnykh oznak [Pedagogical technologies: a brief description of the essential features]. *Pedahohichnyi protses: teoriia ta praktyka, 2*, 127–131. [in Ukrainian].

14. Sysoieva, S. O., & Batechko, N. H. (2011). Vyshcha osvita Ukrainy: realii suchasnoho rozvytku [Higher education in Ukraine: the realities of modern development]. Kyiv: VD EKMO, 241–251. [in Ukrainian].

15. Iarmosh, O. (2019). Project method as a basis for forming students' creative and social entrepreneurship skills. *Online Journal for Research and Education, 17*, 157–161.

16. Breslavska, H. (2020). Rozwój twórczego myślenia za pomocą technologii projektowej w procesie kształtowania kompetencji zawodowych przyszłych specjalistów. *Knowledge, Education, Law, Management, 5*(33), 5–20.

17. Piekhota, O. M., Kiktenko, A. Z., & Liubarska, O. M. (2001). Osvitni tekhnolohii: navchalno-metodychnyi posibnyk [Educational technologies: teaching and methodological manual]. Kyiv: A.S.K. 256 s. [in Ukrainian].

18. Huyen, L. T., & Nguyen, T. N. A. (2020). Project-based learning for primary students: from theory to practice. *Viettesol International Convention. Innovation and Globalization*, 152–169.

19. Sirwesvary, M., & Khairul Azhar, J. (2025). Implementations of Project Based Learning in Primary Schools. *International journal of academic research in progressive education and development, 14*(1), 206–223.

20. Necherda, V. B., & Kyrychenko, V. I. (2019). Pidlitky urazlyvykh katehorii: typolohia i osoblyvosti vykhovannia v umovakh zakladiv zahalnoi serednioi osvity [Adolescents of vulnerable categories: typology and features of education in general secondary education]. Kropyvnytskyi: Imeks-LTD. [in Ukrainian].

21. Sysoieva, S. (2021). Digitalization of education: pedagogical priorities. *Education: Modern Discourses*, *4*, 14–22.

Отримано редакцією 25.02.2026 р.
Прийнято редакцією 25.03.2026 р.
Опубліковано 6.04.2026 р.