



## **KAPITEL 5 / CHAPTER 5<sup>5</sup>**

# **ADAPTATION OF THE EDUCATIONAL PROCESS OF PHYSICAL EDUCATION OF STUDENTS TO THE CONDITIONS OF MARTIAL LAW**

**DOI: 10.30890/2709-2313.2025-42-06-023**

## **Introduction**

Since Russia's full-scale armed aggression against Ukraine, the educational sector, in the face of numerous challenges of martial law, has undergone significant changes due to the need to adapt. The martial law has adjusted the style and rhythm of student life. Improving the country's potential is impossible without strengthening the health of students, their physical fitness, and the development of skills and readiness to maintain good health [1].

The stressful situation of war requires more attention to the health of the younger generation. The negative impact on students' health is increasing due to a decrease in the volume and intensity of physical activity due to the introduction of long-term distance or blended learning, along with a sedentary way of spending leisure time [5]. Therefore, the state of such activity at the present stage does not provide the necessary health, functional and psychophysiological capabilities of students of higher education institutions.

Given the deterioration of the psychophysical state of student youth, as evidenced by the statistics of numerous studies [2, 4], the problem of ensuring the physiologically necessary level of students' physical activity as a factor in their health protection is of particular relevance.

Among the main tasks of the development of the Ukrainian education system during martial law and the post-war period is the implementation of measures to protect the health of participants in the educational process [5]. It has been proved [2] that students' adherence to a healthy lifestyle to maintain and improve their health is five times more effective than medical procedures. Numerous scientific studies have

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confirmed [2, 4, 5,] that physical activity is the basis for a healthy lifestyle and increased stress resistance.

## 5.2 Martial law as a factor influencing the educational process

There is no doubt that motor activity as an active method of nonspecific, supportive, functional, and pathogenetic therapy [5] requires direct conscious participation. Therefore, motivation for systematic physical activity is provided by the formation of the need and the necessity for health-improving activities. The latter are considered to be relatively stable personal characteristics. Since motivation is formed under the influence of situational factors and individual characteristics of a person [2], these factors should be taken into account. In this case, we consider the introduction of martial law in the country and the transition to distance or blended learning as a situational factor.

There is no doubt that the introduction of martial law has become a factor in changing the way and rhythm of students' lives. the stressful situation of war for all participants in the educational process, in addition to reducing the effectiveness of learning, has the potential to change. It is stress, which is difficult to overcome quickly, that makes us reconsider our values, and abandon our usual and long-standing priorities, which are gradually changing. It is important to note that the psychological state is considered a determining factor in influencing the cognitive, volitional, and motivational spheres of students.

It has been determined [1, 5] that physical education is the main structure that lays the foundation for health in the education system [3]. In addition [2], physical education is now responsible for preparing young people to defend their country.

It is believed [5], that the requirements for the implementation of the educational process in the context of russian military aggression primarily involve significant changes in the pedagogical theory and practice of physical education. It is emphasized [1, 2], that the development of motor activity of students is defined as one of the priority tasks of physical education in higher education institutions. It is believed [5] that



physical activity is a leading means of restoring mental performance, which is an essential condition for achieving high academic results. At the same time, given the fact that during military operations the human psyche is under constant stress, physical activity [1].

There are opinions [2] that it is possible to ensure the required level of physical activity of students only if they have the appropriate desire and interest. The latter, in the conditions of martial law, is a very difficult task [5], that requires innovative ideas and provisions in the formation and implementation of physical education content.

There is no doubt that the education system is the most important structure that lays the foundations for a healthy lifestyle, thereby contributing to the strengthening of the spiritual, physical and psychological state of students. According to the information [4], quality education should help improve health, and good health is a prerequisite for receiving a proper education.

### **5.3 The system of physical education in the challenges of martial law**

The role of physical education in modern Ukraine has never been higher. Strengthening people's health and physical fitness is impossible without developing skills and readiness to maintain good health in the difficult conditions of martial law. Therefore, motor activity will be considered a complex pedagogical characteristic that needs to be developed and implies that students are motivated to carry out muscle activity, the implementation of which takes place in various forms and is aimed at solving the problems of physical education in higher education institutions.

However, the change in the status of physical education, the transition to a distance or mixed format in practice, has deepened the contradictions between the social need to educate well-rounded young people and the organizational support for this process. The very restructuring of the physical education system in higher education institutions by the European Credit Transfer and Accumulation System has led to the fact that 60% of the time is allocated to independent study. Changes caused by martial law have led to an increase in this percentage. Therefore, physical education



classes require, first and foremost, motivation for them, and a conscious belief in their benefits and necessity.

We support the scientific approaches [1, 2] to the need to effectively ensure the leading role of physical education in the formation of a healthy, comprehensively and harmoniously developed personality. This is especially important in the context of a prolonged war, the growing impact of stress, which is a factor in the deterioration of physical and psychological conditions, the emergence of a state of chronic fatigue and exhaustion of students' performance.

We believe that the formation of students' interest in systematic physical activity cannot be realized overnight, but rather a step-by-step process. It is assumed that students have already acquired hygiene skills and certain psychophysiological knowledge in the process of physical education. However, information components should undoubtedly dominate in the formation of motivation to ensure an appropriate level of physical activity.

We join the opinion [3] that the system of physical education should not only provide the necessary knowledge in the new information environment of a higher education institution but also form a new worldview. It is believed [4] that motivation is formed under the influence of emerging needs. Therefore, the motivation to engage in physical activity among students is intended to bring to their minds the importance, necessity and value of the acquired knowledge, skills and abilities of the components of such activity.

In the process of academic physical education classes, the source of motivation is both internal motivation and external factors (the need for assessment, credit, etc.). In other words, the issue of motives in this case is not controversial and has been properly studied.

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under the influence of situational factors and individual characteristics of a person [2], these factors should be taken into account. In this case, we consider the introduction of martial law in the country and the transition to distance or blended learning as a situational factor.

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It should also be borne in mind that students are building their bodies, developing strength, endurance and improving their psycho-emotional balance, as well as forming internal organs and the strength of the whole organism. At this age, the psyche has a very high potential for self-healing and a margin of safety. However, prolonged nervous tension in conditions of constant stress, accompanied by physical inactivity, leads to a decrease in the intensity of general and peripheral circulation, venous stasis, and deterioration of blood supply to the brain, which causes overwork, and a decrease in mental performance. Accordingly, students must understand that lack of physical activity in itself leads to health disorders and the development of diseases, while physical activity increases the body's resistance to harmful environmental influences and certain diseases.

Therefore, we believe that in the conditions of martial law, the organization of physical education classes for students should be aimed at ensuring a level of physical activity that fully adapts the body to mental stress. Instead, a reduced level of physical activity provokes a low level of physical fitness, disharmony in physical development and the emergence of a wide range of diseases. Therefore, there is a situation when «we teach at the expense of health». Physical education in these conditions is the main means of creating the need for systematic physical activity and the skills to apply them



in practice to counteract the consequences for students' health of its restriction.

We agree with [2] that needs and goals are the main components of students' motivational sphere. When the need for systematic physical education is met, a positive motivation to study is formed, which, in turn, causes the need for physical activity. In other words, the main thing in the formation of positive motivation of students for regular physical education is the realization of students' needs for physical activity.

In our opinion, the target tasks of the educational process in physical education are to foster students' conscious attitude to their health as the highest social value, to develop hygiene skills and the foundations of a healthy lifestyle, to preserve and strengthen physical and mental health. This is based on increasing the attention of teachers to the use of the principle of individualization in conducting classes, based on the awareness of the need to develop students' positive motivation for physical education and health activities.

However, implementing the above in practice has several difficulties. Firstly, it concerns the definition of tasks, which are quite general. Secondly, the problem of balancing and proportionality of physical education measures under martial law is quite complex. Therefore, it is especially important to balance these two positions and the information support of the discipline.

It is quite right that knowledge is the basis for the formation of needs. Information about the importance of physical activity creates a need for it. That is why there is a correlation between students' awareness of the impact of physical exercises on the body, health, performance and their motivation for physical activity. Therefore, during classes, it is necessary to provide students with theoretical knowledge and transfer practical experience, especially in meeting the need for physical activity in the realities of today.

Forming motivation for physical activity in students is a complex phenomenon. It can be divided into structural components: attractive aspects of physical culture and sport, active attitude, the ideal of an athlete, favorite sport, desire to win, body beauty, etc. Interest in physical activity can be active and passive [4]. Active interest implies an interest in physical exercises, hygienic and hardening exercises, i.e. physical



education classes.

Instead, interest in all other aspects and elements of physical education that are not directly related to students' motor activity is passive. However, passive interest can become active. Therefore, we believe that the task of physical education is to solve the problem of integrating passive interest into active interest.

We support scientific approaches [2] that an important manifestation of interest in the implementation of physical activity is the nature of students' use of free time. It has been determined, that a positive attitude to physical activity arises based on intrinsic motivation, which is formed when students' motives and goals are matched. Intrinsic motivation is interconnected with the feeling of satisfaction from the process of physical exercises. In fact, intrinsic motivation is an active interest in the process of implementing physical activity in free time.

Active involvement of students in the implementation of physical activity implies an increase in their educational level in the field of health-improving physical culture. The need for physical activity is based on the formation of physiological, socio-economic and cultural values. The realization of the need for movement ensures the growth and vital activity of the students' bodies and will contribute to their involvement in regular physical education classes both during and outside the educational process.

In the context of the implementation of the educational process in physical education, we believe that it is necessary to effectively organize the educational process of students, which will contribute to the comprehensive physical development and ensure the optimal level of performance, psychological stability and health. In general, physical education in higher education institutions under martial law should be systematized and aimed at forming students' conviction in the need for systematic physical activity as a factor of their health protection.

## **5.4 The pedagogical approaches to the implementation of physical education of students under martial law**

Thus, the pedagogical approaches to the implementation of physical education of students under martial law were systematized to ensure the formation of motivation for



systematic physical activity: acquiring knowledge about the potential of physical culture and physical education in the implementation of systematic physical activity; full use of forms, methods, technologies, means of distance or blended learning; practical aspects of physical activity are highlighted among a wide range of innovations; development of effective individual programs of independent motor activity; determination of the role and content of health-saving technologies and their mastery by students in the process of physical education; implementation of domestic and foreign experience in organizing independent motor activity; use of information and communication and digital technologies; application of differential and individual-oriented approaches, selection of appropriate forms, methods and means of physical education, application of strategies and methodological techniques that contribute to the effective use of physical activity.

At the same time, when considering the process of increasing the level of physical activity under martial law, we focus on their positive impact on the development of the educational process. We support the scientific approaches [1, 5] that the formation of motivation for physical activity in the process of physical education of students involves finding a way to solve existing pedagogical problems, namely forms, methods and means of solving the problems of the pedagogical educational process. Probably, this leads to a fundamental renewal of the process of physical education of students, or a significant improvement of its constituent elements.

That the realization of the above is possible on condition of changing pedagogical methods and introducing innovative teaching technologies. The range of methods and technologies that make up their content is quite wide. First of all these technologies are certainly aimed at the individualization of physical education process. Therefore, they provide for a reasonable choice of physical education means, taking into account the individual characteristics of students, the level of development of their psychophysical state and all its components. At the same time, based on integrated technologies and a multifaceted approach, the process of physical education should be aimed at forming motivation and the need for systematic physical activity.

The leading task of the education system under martial law is to preserve and



strengthen the health and improve the level of physical fitness of Ukrainian students. At present, there is an urgent need to strengthen the role of physical education as the main tool for students' health protection.

### **Summary and conclusions.**

Have been considered, that the formation of motivation for physical activity in the process of physical education of students involves finding a way to solve existing pedagogical problems, namely forms, methods and means of solving the problems of the pedagogical educational process. Probably, this leads to a fundamental renewal of the process of physical education of students, or a significant improvement of its constituent elements.

The process of organizing physical education of students under martial law should be aimed at: awareness of the need for physical activity under martial law; understanding the psychological foundations and the impact of physical activity on mental and intellectual activity; development of physical strength, health improvement, development of volitional, moral qualities and mental abilities, as well as compliance with sanitary and hygienic norms and skills of a healthy lifestyle under martial law; acquiring the necessary amount of knowledge and methodological skills to increase the level of physical activity under martial law; creation of motivational and value guidelines that promote a conscious attitude of students to increase the level of physical activity.

The systematizes the pedagogical foundations of motivation formation for the implementation of systematic physical activity of students under martial law. The list includes: the generation of new pedagogical ideas for the activation of physical activity; adaptation of content, forms, methods, technologies, means of distance or blended learning to new realities and tasks; development of effective individual programs of physical activity; mastering by students of health-saving technologies in the process of physical education; application of differential and individual-oriented approaches, selection of appropriate forms, methods and means of physical education, application of strategies and methodological techniques that promote.