



Рис.2. Вегетативный индекс Кердо

Известно, что эмоционально-стрессовые ситуации способны снижать общие адаптационные резервы организма, вызывать психофизиологическую дисгармонию, инициировать или усиливать психосоматические заболевания. Любые интеллектуально-эмоциональные процессы находят отражение в изменении различных вегетативных показателей. Так, в период зачётной недели в зимнюю сессию отмечено повышение тонуса симпатического отдела вегетативной нервной системы у 69,2% первокурсниц. Так же наблюдается повышение числа студенток с напряжением механизма адаптации (25%), а у 17% срыв адаптации. Как видно из результатов исследования 75% обследованных испытывали снижение функциональных резервов организма и лишь 25% имели удовлетворительную адаптацию организма со средой.

После зимних каникул у девушек продолжается тенденция преобладания симпатикотонии (54%) над уравновешенным влиянием, которое значительно возросло (46%). При этом значительно возросло количество студенток с напряжением механизма адаптации (53,9%), а у 23% наблюдается срыв адаптации.

Перед летней экзаменационной сессией так же имеет место увеличение числа студенток с преобладанием симпатикотонии и выраженной симпатикотонией (69,2%) над выраженной парасимпатикотонией (7,7%) при незначительном уравновешенном влиянии (23,1%). А вот количество обследованных с удовлетворительной адаптацией возросло (38,5%), т.е. имеет место возрастание функциональных резервов организма. Понижилось число студенток с напряжением механизма адаптации (38,5%).

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РУКОВОДСТВО ДЛЯ БУДУЩИХ ПРЕПОДАВАТЕЛЕЙ ПО ИСПОЛЬЗОВАНИЮ ГОЛОСОВЫХ ДАННЫХ В ПЕДАГОГИЧЕСКОМ ВЗАИМОДЕЙСТВИИ

Аннотация. Статья направлена на решение проблемы достижения благоприятных условий для голосовых данных учителей начальных школ в контексте педагогического взаимодействия и здорового образа жизни.

Ключевые слова: педагогическое взаимодействие, интерактивное обучение, голосовые данные, уход за голосовыми данными субъекта.

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GUIDANCE OF FUTURE TEACHERS TO PEDAGOGICAL INTERACTION DIRECTED TOWARDS VOICE CONDITION

Abstract. The paper tackles the problems of achieving a good voice condition in the context of pedagogical interaction and a healthy lifestyle in primary school teachers.

Keywords: pedagogical interaction, interactive training, voice condition, the subject Voice condition care.

In the last ten to fifteen years there has been a strong trend in the Czech Republic towards bolstering up practical preparation not only in didactics of professional subjects, but also in pedagogical, psychological and other disciplines which previously tended to be taught academically. Pedagogues now mostly use training techniques and block exercises whose aim is especially the development of the skill aspects of the teacher's interactive and communicative competence.

Within the six-year multi-sided research grant *School and health in the 21st century* we originally worked independently on elaborating the method of 'interactive exercises' directed towards cultivation of interactive and communicative skills and towards construction of a system of exercises which should improve the quality and condition of the teacher's basic working tool – the voice.

We spoke about some of our points of departure and running conclusions of our investigation at the valeologists' meetings in Sankt Peterburg (2006 and 2008) [1, 2, 8, 9] and Kharkov (2008) [5, 7].

We got interested in the approach of valeology, which characteristically relates knowledge from various scientific disciplines, as well as from practice, to the very problem of health. We got acquainted here with inspirational ways of establishing a healthy lifestyle. We began to study the process of cultivating communicative skills in the context of the individual's general lifestyle and his or her value orientation. Therefore our conception of communication as a symbolic expression of interaction is not only narrow, i.e. we do not reduce it to mere effective transference of information between individuals, assessing its understandability, validity etc. We are chiefly interested in the style of communication, because it co-creates the climate of pedagogical interactions, supporting (or complicating) the creation of healthy relations. The concept of 'healthy relation' is broader than the established concepts of 'functional relation', 'effective interaction' and others. The style of interaction (and thus communication, too) in principle shows itself in the dimensions *directive – indirective, creative – rigid, direct – manipulative*, and is not immediately dependent on the concrete content of the communication.

A successful pedagogical interaction (i.e. the 'net of relations' entered by teachers aiming at a higher degree of education and general cultivation of their pupils) is a problem that needs co-operation of various fields of science. The experience from 'interactive exercises' gradually initiated our co-operation.¹ The feedback provided during interactive études showed very clearly that the students sensitively perceived specific features of

¹ The Faculty of Education in Brno has included the interactive exercises into the teachers' training for full-time students (within the Application block) and for part-time students (as Social and psychological or Interactive training). Their aim is to promote the skill aspect of the socio-professional competence.

voice in the context of interaction and appreciated the importance of a healthy voice for teaching.² The students realized that voice qualities (most of all intonation, cadence, timbre and sonority) determine, e.g., the persuasive force of the content of communication, trustworthiness of the whole performance, and bear information about interactive certainty or uncertainty. They simultaneously understood voice flexibility not only as a factor of the form of communication (i.e. something that makes the communication more attractive, more appealing, etc.) but also as a factor that completes the content of the communication and thus helps to 'grasp' it. Nevertheless, the procedures that lead to the maintenance of a healthy voice as the teacher's working tool, as well as exercises for the improvement of voice condition and for professional work with voice are beyond the possibilities of interactive training. In the final phases of the work on the research project we therefore concentrated on looking for an intersection between the psychological aspects of cultivating the interaction and communication on the one hand, and the educative and therapeutic approach of a voice pedagogue on the other.

The long-term research that we realized in the field of voice condition was directed towards detailed mapping out of voice problems experienced by teachers and future teachers, towards looking for techniques of objective measurement of voice quality by means of the DSI method [3, 5], and, in the last phase of the research, towards the construction and verification of a system of exercises improving voice condition [4].

The concept of voice condition is used relatively frequently, but it has not yet been established as a scientific term. We started our investigation by stating that the concept of voice condition expresses the *degree of voice resistance* in relation to the current or long-term situational (physical or psychological) burden. Voice condition is an energetic characteristics of voice which appears directly in its *strength* (intensity), *endurance* and *stability* of all its characteristics in time and in relation to the aim and situation.

Voice condition is dependent on the *anatomic* and *functional state of voice organs* and on the topical general condition of the organism, physical and psychological.

Voice condition is above all the result of exercise and training. It has a fundamental influence on the quality of voice, but especially on its *efficiency*.

On the basis of the results of our research, the Faculty of Education of Masaryk University in Brno has lately introduced a new subject into the preparation of future teachers, called Voice condition care. It started in the autumn of 2012 and the seminars took place every week (i.e. there were 13 classes, 45 minutes each, in the winter term). The teaching methods included theoretical instruction, practical exercises and homework. The course was concluded with an oral examination, but continuous homework was demanded during the term according to instructions from the seminar and guide-lines from the manual that was at the students' disposal.

The introductory theoretical seminars concentrated on the anatomy and physiology of the voice organs, as well as problems of voice disorders in children and adults which the teacher can come across.

The dominant practical parts of the seminars were directed towards correct posture, breathing exercises and also exercises working with voice: phonation and resonance exercises, those aiming at a higher sonority of the speaking voice, relaxing slides (glissandos) and exercises training the agility of the organs of speech.

A special class was devoted to voice hygiene and voice care strategies, but information on them was supplied during all the term.

² The feedback of the interactive études focused on the following: a) the way of establishing the contact; b) structuring the content of the performance; c) the formal characteristics of speech; d) the facial expression and gestures; e) voice flexibility; tension, stage fright and uncertainty reflected in voice; f) the conception of the played part and the evaluation of fulfilling the assigned goal of the étude.

With better knowledge and necessary regular training the students began to realize their current or long-term problems with their voice, breathing or pronunciation.

The students were given working sheets where they wrote their notes on the training and on the individual contact with the teacher.

At the end of the term, after the course was over, the students were asked to complete an anonymous feedback questionnaire: The final evaluation of the subject Voice condition care.

On the basis of the continuous feedback and the anonymous questionnaire it is possible to say that the participants of the course considered its content, especially its applied exercises, as very useful for their professional training and for solving their current individual voice problems.

The following quotations from the questionnaires will illustrate:

... this subject has become one of the most useful and interesting for me; I would strongly recommend it to all teachers and singers ...

... I've been made to think about my lifestyle ... now I avoid rooms with smoke ...

... I'm now more concentrating on the way I use my voice and on things that can do harm to it ... I'm paying more attention to soft onsets and the head tone (resonance), I use my diaphragm more actively ...

... I know now what I can work on; in case I need more guidance or advice, I can always ask for an individual tutorial ...

The students also emphasized the asset of the course to voice hygiene, prevention of voice disorders etc. Furthermore, they saw an advantageous effect of the course in its inspirational function: some of them would like to include the exercises that they have mastered into their own work with children or their colleagues at schools. As for reservations about the course, they were wishes exclusively related to organizational matters (a more suitable day time for the course, more time for practising, continuation of the course in the following term, etc.).

The experience from research activities as well as classes suggests that it is necessary to study voice condition on the background of the general health condition of an individual in the context of his or her lifestyle. The condition exercises should follow a wider goal, not only the quantitatively measurable 'voice endurance', or improved qualities of partial parameters of human voice. They should at the same time contribute to a better approach to voice as the teacher's working tool.

A response to the students' needs in the field of voice condition will to a great degree be also the foundation of the Centre of voice condition care at the Department of musical education, Faculty of Education, Brno. We are now preparing its conception so that it could soon start its work.

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ФИЗИЧЕСКАЯ КУЛЬТУРА И ЗДОРОВЬЕ ДОШКОЛЬНИКА

Аннотация. В статье раскрывается важность и значимость физической культуры в работе с дошкольниками. Рассматривается влияние разнообразных средств физической культуры (физические упражнения, ритмическая гимнастика, подвижные игры, массаж, закаливание) на физическое развитие дошкольника.

Ключевые слова: физическая культура, физическое воспитание, средства физической культуры.

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PHYSICAL CULTURE AND HEALTH OF PRE-SCHOOL CHILDREN

Abstract. The article deals with the importance and significance of physical training in working with young children. Discusses the impact of the various means of physical culture (physical exercises, rhythmic gymnastics, massage, movement games, hardening) the physical development of preschooler.

Keywords: physical education, physical education, physical education.

Физическая культура занимает важное место в общечеловеческой культуре. «Здоровый образ жизни», «физическая культура личности», «физкультурная образованность» - эти словосочетания все чаще входят в нашу повседневную жизнь, составляя ее неотъемлемую часть.

Понятие «физическая культура» объединяет все, что относится к физическому воспитанию, образованию, развитию человека в системе физического воспитания и вне ее. Если рассматривать физическую культуру во взаимосвязи с другими видами