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**Necherda V. B.**

Ph.D. in Pedagogical Sciences, Senior Researcher,  
Senior Researcher of the Division of Educational  
Projecting of Institute of Problems on Education of the  
National Academy of Educational Sciences of Ukraine  
necherda@gmail.com.  
orcid.org/0000-0003-2571-5785

**TO THE PROBLEM OF INFORMATION AND CREATIVE PROJECTS  
IN THE ORGANIZATION OF PHYSICAL EDUCATION OF ADOLESCENTS**

*The purpose of the research is to outline the problem field of project technologies, in particular, information and creative projects in the organization of physical education of modern adolescents. The tasks are to summarize the data of pedagogical theory and practice regarding information and creative projects and to highlight the conceptual provisions of the research. To achieve the purpose of the research, such theoretical methods as a system-structural analysis of domestic and foreign psychological and pedagogical sources concerning the problem of information and creative projects, generalization and comparison of the obtained data were used.*

*The theoretical basis of the research is the conclusions based on the results of scientific research dedicated to the dynamics of the health of Ukrainian adolescents under the influence of the war; provisions that reveal the essence of project technologies, theoretical and practical aspects of their implementation; provisions that reveal the content and structure of information and creative projects. As a result of the study, the author emphasized the methods used in the implementation of information and creative projects in the practice of physical education of modern adolescents, and the educational potential of information and creative projects in the organization of physical education of adolescents, in particular, the activation of adolescents' reflection processes regarding their own physical development and the necessity for a healthy lifestyle, expanding the base of pupils' theoretical knowledge regarding the basics of physical culture and the culture of a healthy lifestyle, means of health preservation and health restoration, increasing adolescents' motivation for physical development and physical activity, promoting their value attitude to their own life and health, self-control and self-education during the hardening of the body, the formation of motor skills and abilities, creating favorable conditions for adolescents to independently and consciously choose their own health preservation models and life position to be physically healthy.*

*The scientific novelty of the research lies in the clarification of the concepts of «project in the organization of physical education of adolescents», «information projects in the organization of physical education of adolescents» and «creative projects in the organization of physical education of adolescents». The practical significance of the results obtained lies in the modernization of the system of physical education of adolescents in accordance with social challenges and individual needs.*

*Key words: adolescents, physical education, project, information project, creative project, methods.*

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**Problem setting.** The current conditions of martial law in Ukraine are causing constant stress, anxiety, psychological tension and exhaustion, decreased working capacity and motivation for physical activity. These factors have a particularly negative impact on adolescents, since this age is accompanied by hormonal changes and the associated

emotional instability, impulsivity, conflict and at the same time increased vulnerability, desire for support and security.

The situation is complicated by the limited infrastructure, in particular, the closure or destruction of sports grounds, halls, clubs, as well as the transfer of training mainly to the online mode, which provokes a more sedentary lifestyle of the younger generation, as a result of this factors adolescents' fitness, physical endurance, and resistance to various diseases are steadily decreasing.

That is why the issue of organizing physical education of adolescents in educational institutions is gaining critical importance and relevance. Project technologies for organizing physical education will assist to increase its effectiveness. The relevance of the problem determined the choice of the research topic.

**Analysis of recent research and publications.** Analysis of psychological and pedagogical sources concerning the problem of project technologies indicates its complexity and multifacetedness. According to domestic scientists S. Sysoeva and N. Batechko, project technology assumes the presence of a problem that requires integrated knowledge and a research search for its solution [5, pp. 241–251]. Scientists from Chile [10] distinguish four main stages of any project, including: *initiation* (definition of the goal and problem, setting tasks, specifying the scale and resources, finding ways to solve the problem during meetings and seminars dedicated to coordinating plans for the implementation of project tasks); *planning* (focuses on developing detailed schedules for the phased implementation of project tasks, outlining budgets and attracting additional resources, as well as the responsibilities of various participants); *execution* (achieving goals and presenting project results through exhibitions, competitions, portfolios); *completion* (review of the work process and project results – feedback from stakeholders, analysis of activity effectiveness and self-analysis of successes and failures).

Domestic scientists, considering the stages of project implementation, emphasize that this technology contributes to the integration of knowledge and skills from various fields of science, technology, and creativity [4, p. 90]. The conclusions of Polish researchers are unanimous, who believe that one of the important *advantages of project technology* is «its integrative nature: during the development and implementation of projects, it is possible to achieve cognitive, educational, upbringing, and even therapeutic goals, since a successful project «not only contributes to the development of critical and creative thinking, organizational, managerial, leadership, analytical, research, aesthetic, and creative abilities, effective communication and partnership skills, but also harmonizes interpersonal relationships between project participants and gives positive emotions by creating situations of success» [9, p. 28]. We agree with the scientific opinion of Polish scientists and at the same time emphasize that it is precisely *situations of success in projects* that motivate adolescents to form the qualities necessary for health preservation, in particular, diligence, self-confidence, purposefulness, organization, and discipline.

Ukrainian scientists complement the positive impact of project technology, noting the «development of the desire for knowledge and reflection skills in adolescents» [8, p. 157] and «the creation of unique prerequisites for the formation of key competencies (social, informational, communicative, etc.) by means of this technology» [7, p. 17]. The scientific position of Chinese scientists is similar, who emphasize that project technology is mainly focused on the development of the pupil's personality through practical experience in solving certain problems by organizing communicative, research, cognitive, analytical, and creative activities [11, p. 152].

Scientists from Australia and Indonesia [13] consider project technologies in the context of creating motivating programs for adolescents aimed at forming basic knowledge of pupils concerning the importance of physical culture and sports for improving health, the necessity for a daily routine and personal hygiene, as well as methods of hardening and maintaining high performance, and emphasize that such practice-oriented projects contribute to improving the general physical and sports training of adolescents, developing

their interest in sports, in particular, systematic independent performance of physical exercises.

Researchers from Malaysia [12, p. 211], noting the powerful potential of project technology in shaping the personality of a adolescent, emphasize its *principles* such as variability, i.e. freedom of choice in the process of completing project tasks, pragmatism, which consists in selecting the necessary information for analyzing the problem, and the principle of partnership, which ensures the success of its implementation. Latvian scientists consider project technology to be *the most pupil-oriented means of developing the most important skills of the 21st century*, in particular, stress resistance, reflexivity and cooperation [6, p. 2]. Agreeing with Malaysian and Latvian scientists, we note that «*the main things in project activities* are friendly ties between project participants, the ability to work in a team for the sake of results, to recognize the importance of the contribution of others, and to strengthen collective and individual responsibility» [3, p. 118].

Therefore, the powerful educational capabilities of *project technology* allow us to consider it an effective tool for the psychological rehabilitation of an adolescent and his adaptation to the requirements of society, strengthening his physical and mental health, and promoting the values of a healthy lifestyle.

**Highlighting previously unresolved parts of the general problem.** It should be noted that many scientific studies and methodological developments have been dedicated to the content and objectives of project technology, the history of its emergence, types of projects, stages of their implementation, design of project documentation, and the introduction of project technology into the educational process in secondary education institutions, however, the problem of information and creative projects in the organization of physical education of modern adolescents 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 project technologies, in particular, information and creative projects in the organization of physical education of modern adolescents. Accordingly, *our tasks* are to generalize the data of pedagogical theory and practice regarding information and creative projects and to highlight the conceptual provisions of the mentioned research.

**Presentation of the main material of the research.** The clarification of the initial positions of the research is based on *the regulatory and legislative framework in the field of educational policy* for the upbringing of the younger generation, in particular, in such documents as: Decree of the President of Ukraine of September 30, 2019 No. 722 «On the Sustainable Development Goals of Ukraine for the period until 2030»; Concept for the implementation of state policy in the field of reforming general secondary education «New Ukrainian School» for the period until 2029; Strategic Plan of Activities of the Ministry of Education and Science of Ukraine until 2027; Resolution of the Cabinet of Ministers of Ukraine of January 2, 2026 No. 20 «On Approval of the State Targeted Social Program «Youth of Ukraine: Generation of Resilience – 2030». The mentioned documents emphasize the important role of secondary education institutions in providing favorable conditions for the disclosure of the personal potential of pupils, their versatile general training in accordance with their preferences and abilities, promoting their willpower, the development of strong-willed and moral qualities, a conscious attitude towards their own body, social and physical activity.

*The theoretical basis of the research* is the conclusions based on the results of scientific research devoted to the dynamics of the health of Ukrainian adolescents under the influence of the war [2]; *provisions that reveal the essence of project technologies, theoretical and practical aspects of their implementation* [3; 7; 8; 13]; *provisions that reveal the content and structure of information and creative projects* [1; 14]. To achieve the goal of the study, such *theoretical methods* as a system-structural analysis of domestic and foreign

psychological and pedagogical sources on the problem of information and creative projects, generalization and comparison of the data obtained were used.

Reflecting on the scientific achievements of representatives of domestic and foreign psychological and pedagogical science [1; 3; 7; 8; 13; 14], we clarify the concept of «*project in the organization of physical education of adolescents*» as a means of solving a certain urgent problem of physical development and health preservation by adolescents in a theoretical or practical aspect through the activities of pupils aimed at obtaining a new result or improving an existing one.

*Informational and creative projects* are widespread in modern educational practice. We adhere to the scientific position of researcher L. Romanov that «informational projects involve collecting information about a certain object, phenomenon and at the same time familiarizing project participants with this information, its analysis and generalization of facts. Such projects require a well-thought-out structure, the possibility of systematic correction during work at the project» [1, p. 7]. Chilean scientists believe that information projects «teach adolescents the ability to intensively select information, independently systematize it, analyze the results obtained, present their own ideas, discuss and correctly argue» [10].

Therefore, we consider «*information projects in the organization of physical education of adolescents*» as projects aimed at improving the level of knowledge concerning physical culture, health preservation and health restoration, the formation of practical teamwork skills and the ability to analyze and systematize large volumes of information, logically structure and present it. *The structure of an information project*, according to domestic researchers, «may be as follows: goal, relevance; methods of obtaining (literary sources, mass media, databases, including electronic interviews, questionnaires, etc.) and processing information (its analysis, generalization, comparison with known facts, reasoned conclusions); result (article, report, abstract, video); presentation (publication, including on the electronic network, discussion in a teleconference)» [1].

While adolescents develop an information project, various types of information can serve as useful sources: *fiction and journalistic literature* concerning the culture of a healthy lifestyle; *scientific literature*, in particular, monographs, manuals, methodological recommendations, articles, reports dedicated to the project's tasks; *statistical materials and operational information* from the media that update the project, increasing public interest in it; *Internet resources*, which are characterized by their scale and significant efficiency; «*local*» *material* that highlights the experience of adolescents themselves and their environment in the project.

While implementing information projects in experimental secondary education institutions, various methods are used, in particular: *the problem method*, which contributes to the precise formulation and study of the problem which the project is dedicated to; *the incident method*, which involves searching for information, collecting it and processing it; *the method of analyzing business correspondence, or the «basket method»*, which requires the skills of reflecting a large number of primary sources and documents; *description method*, which helps to describe in detail the data concerning the main problem; *system analysis method*, aimed at systematizing the main provisions, establishing cause-and-effect relationships that influenced the emergence of the problem, and analyzing options for its solution.

*Creative projects* are aimed at creating a qualitatively new product. According to the scientific position of Ukrainian researchers, «*the characteristic features of creative projects are*: creative nature; the presence of problem situations that require a creative approach, manifestation of ingenuity and non-standard thinking of its participants; uncertainty of the criteria for assessing the final result» [1, p. 40]. The essence of a creative project, according to scientists, «lies in the development and application of a set of actions specially planned by the teacher and independently performed by pupils, related to solving a problem significant to them, which ends with the creation of an appropriate product where students realize their creative potential» [1, p. 41–42].

Researches by scientists from India and Fiji [14] emphasize the importance of creative projects for stimulating pupils to physical activity, developing initiative and creativity, logical thinking, and the ability to clearly plan their own physical development and adjust them in accordance with intermediate results. It should be noted that the course of thought of adolescents participating in a creative project, the variety of approaches and analyses for solving a problem, is of great importance. In this case, the project contributes to the updating of knowledge, the development of pupils' critical thinking, the ability to establish cause-and-effect relationships, and the construction of a logical sequence of their reasoning during discussions and simulations of situations.

We consider it necessary to clarify the concept of «*creative projects in the organization of physical education of adolescents*» as projects, which basis is a certain unique creative product, which is created by acquiring the necessary knowledge concerning physical culture, health preservation and health restoration and practicing the leadership, management, research, planning, reflective design skills of adolescents and their skills of effective communication and teamwork.

The algorithm of work concerning a creative project involves three stages: *the organizational part* – determining the idea of the final product of the project and the actions necessary for this, the number of participants, adjusting the tasks for each of them; *creating an image (model, sketch, layout) of the future project product* – individual and team work, work of pupils in small groups with obtaining the necessary additional information, calculating resources, agreeing on an action plan and deadlines for completing tasks, collective discussion; *presentation of the project product* – a collective collage, cartoon, business game, theatrical game, staging of a real or fictional event, advertising, sports competition, journalistic performance, pantomime performance, forum theater performance, playback theater performance, festive evening, TV show, talk show in particular, website, blog, online excursion, etc.

The implementation of creative projects in the practice of experimental institutions of general secondary education is carried out using various methods, in particular: *the classification method*, which contributes to the ordering of the properties or components of the situation; *the method of an imaginary or thought experiment*, that is, the acquisition of knowledge through the mental transformation of the situation; *the modeling method*, which is determined by the representation of the project product by a model and allows you to visually imagine the result of the project; *the game design method*, which assists to create and improve projects and creatively approach reality; *the situational role-playing method*, which is characterized by the staging of a certain situation and its practical solution; *the discussion method*, which promotes an intensive exchange of ideas regarding the optimal outcome of the project; *the «brainstorming» method*, which results in the development of various options for effectively solving the project problems.

The effectiveness of informational and creative projects in organizing physical education for adolescents, in our opinion, lies in expanding the theoretical knowledge base on the basics of physical culture and the culture of a healthy lifestyle, means of health preservation and health restoration, increasing the motivation of adolescents for physical development and physical activity, destroying stereotypes and clichés regarding the physical health of modern people, forming socially significant qualities necessary for self-improvement, in particular, creativity, self-confidence, initiative, purposefulness, perseverance, determination, responsibility, willpower, self-discipline, and the value-based attitude of adolescents to their own lives and health and to society as a whole. It should be noted that during the implementation of project technology in the educational practice of experimental institutions, such projects as an information project for adolescents – primary school pupils «A healthy lifestyle is the key to my life achievements» and a creative project, joint for adolescents, parents and teachers «We are free from bad habits!» are planned.

**Conclusions from the study and prospects for further research in this direction.** Thus, the educational potential of information and creative projects in the

organization of physical education of adolescents is obvious, since they strengthen the desire of adolescents to be physically active and able-bodied and their desire to participate in solving various difficult and interesting life situations for them regarding strengthening their health, observing the hygiene of mental and physical labor, the regime and quality of nutrition, activate the processes of reflection on their own physical development and the necessity for a healthy lifestyle, promote self-control and self-education of adolescents during the hardening of the body, the formation of motor skills and abilities, and also create favorable conditions for the independent and conscious choice by adolescents of their own health-preserving models and life position to be physically healthy. Further prospects for research in this direction consist in the development and implementation of information and creative projects in the organization of physical education of adolescents in the activities of experimental institutions of general secondary and extracurricular education.

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### Нечерда В. Б.

кандидат педагогічних наук, старший дослідник,  
старший науковий співробітник відділу виховного проектування  
Інституту проблем виховання НАПН України  
necherda@gmail.com  
orcid.org/0000-0003-2571-5785

## ДО ПРОБЛЕМИ ІНФОРМАЦІЙНИХ ТА ТВОРЧИХ ПРОЄКТІВ В ОРГАНІЗАЦІЇ ФІЗИЧНОГО ВИХОВАННЯ ПІДЛІТКІВ

*Метою роботи є окреслення проблемного поля проєктних технологій, зокрема, інформаційних та творчих проєктів в організації фізичного виховання сучасних підлітків. Завдання полягають в узагальненні даних педагогічної теорії і практики щодо інформаційних і творчих проєктів та висвітленні концептуальних положень зазначеного дослідження. Для досягнення мети дослідження застосовано такі теоретичні методи, як системно-структурний аналіз вітчизняних і зарубіжних психолого-педагогічних джерел з проблеми інформаційних та творчих проєктів, узагальнення і порівняння отриманих даних.*

*Теоретичну основу дослідження становлять висновки за результатами наукових розвідок, присвячених динаміці стану здоров'я українських підлітків під впливом війни; положення, що розкривають сутність проєктних технологій, теоретичні і практичні аспекти їх упровадження; положення, що розкривають зміст і структуру інформаційних та творчих проєктів. В результаті дослідження авторкою наголошено на методах, що використовуються під час упровадження інформаційних та творчих проєктів у практику фізичного виховання сучасних підлітків та виховному потенціалі інформаційних та творчих проєктів в організації фізичного виховання підлітків, зокрема, активізації процесів рефлексії щодо власного фізичного розвитку й необхідності здорового способу життя, розширенні бази теоретичного знання щодо основ фізичної культури і культури здорового способу життя, засобів здоров'язбереження і здоров'явідновлення, підвищенні мотивації підлітків до фізичного розвитку і рухової активності, сприянні ціннісному ставленню підлітків до власного життя і здоров'я, їх самоконтролю й самовихованню під час загартування організму, формуванню рухових умінь і навичок, створенні сприятливих умов для самостійного й усвідомленого обрання підлітками власних моделей здоров'язбереження та життєвої позиції бути фізично здоровими.*

*Наукова новизна дослідження полягає в уточненні понять «проєкт організації фізичного виховання підлітків», «інформаційні проєкти в організації фізичного виховання підлітків» та «творчі проєкти в організації фізичного виховання підлітків». Практичне значення одержаних результатів полягає в осучасненні системи фізичного виховання підлітків відповідно до суспільних викликів та потреб особистості.*

*Ключові слова: підліток, фізичне виховання, проєкт, інформаційний проєкт, творчий проєкт, методи.*

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