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Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,
Lingüística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

Año 34, 2018, Especial N°

14

Revista de Ciencias Humanas y Sociales
ISSN 1012-1587/ ISSNe: 2477-9385
Depósito Legal pp 198402ZU45



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Maracaibo - Venezuela

Tourism and sport orienteering as a national-regional component in the children physical education

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Abstract

The paper considers methodological support implementation of elective education of the physical education program for 5-9 grade students of comprehensive secondary school on the basis of tourism and sport orienteering as national-regional component. A method of analyzing theoretical research study on the methodology of introducing tourism and sport orienteering in sports schools physical education of primary schools is used. Improvements and good changes in physical and technical-tactical preparedness and health condition of schoolchildren are revealed in a result of the experimental period. Research materials are useful for working out national-regional component content of school-thematic plans.

Keywords: tourism, sport orienteering, national-regional, students.

Turismo y orientación deportiva como componente nacional regional en la educación física infantil

Resumen

El documento considera la implementación de apoyo metodológico de educación electiva del programa de educación física para estudiantes de 5-9 grado de escuela secundaria integral sobre la base de la orientación turística y deportiva como componente nacional y regional. Se utiliza un método para analizar el estudio de investigación teórica sobre la metodología de introducción del turismo y la orientación deportiva en las escuelas deportivas de educación física de las escuelas primarias. Las mejoras y los buenos cambios en la preparación física y técnica-táctica y el estado de salud de los escolares se revelan en el resultado del período experimental. Los materiales de investigación son útiles para elaborar el contenido del componente nacional-regional de los planes escolares temáticos.

Palabras clave: turismo, orientación deportiva, nacional-regional, estudiantes.

1. INTRODUCTION

The present paper is concerned with the problem study of program-methodological support of national-regional component based on tourism and sport orienteering in the educational process of 5-9 grade students of comprehensive schools of Tyva Republic.

It is recommended to use national types of physical exercises, traditional games and martial arts as well as exercises of great practical

importance in working out elective part of physical training programs of the authors Lyakh and Zdanevich (2007), Matveev and Petrova (2006) whose programs are admitted to the publication by the Ministry of Education and Science of the Russian Federation. National games, ethnopedagogical technology, national-traditional and original means of physical activity are considered as a national-regional component and as an elective part, according to scientific works (Aslakhonov, 2016; Pavlyuchenko and Fominykh, 2002; Sverdlova and Kolokoltsev, 2012; Tokmasheva and Makarova, 2011).

It is considered that the educational role of tourism is important for young people Bochenek (2008), the significant role is due to the development of sports and recreational tourism Stranjančević and Kovačević (2012), Ivanovski (2011) when analyzing the work of foreign authors. It states neglecting out-of-class and out-of-school activities at schools, so the child does not receive sufficient support from relatives and in order to change this unfavorable situation, the author Bochenek (2015) suggests tourism as an activity that will effectively counteract the "physical degradation" of young people. Distance planning in sports orienteering for students and young people as well as effective means for performing in sport orienteering competitions are considered in the works (Fernate et al., 2009; Smila and Fernate, 2009).

The Republic of Tuva is the national republic, the predominant population is Tuvan people (more than 90%) (Administration of the

Federal Service of State Statistics, 2018). The national republics of the Russian Federation in their education concepts provide for students' education and care considering the nation mentality. Today, it is obvious that the formation of the XXIst century schools is impossible without a detailed study and use of the national-regional component in education and care system. This is the richest mental, intellectual resource that will ensure the stability, reliability, prospects of Russia's entry into the new millennium. One of the ways to solve this pedagogical task is to introduce national-regional component (NRC) of the Federal State Educational Standard (FSES) into the content of education. There are average 25-30% of school hours for the mentioned component according to the educational planning adopted by the Ministry of Education of the Russian Federation.

National-regional component is the real form of the functioning of federal-state educational standard in a particular region. It is aimed to educate the younger generation that meets the requirements for a modern way of life, where physical education and growth take a special place.

This issue becomes especially important at school age, when the increase in mental activity is associated with a significant limitation of physical activity. Physical activity has a powerful protective effect in case of its sufficient presence in the day regimen or its insufficiency can cause risk factor (Dazhy, 2005).

It is necessary to consider regional peculiarities and national traditions that affect the health, physical growth and condition of children, which in turn allows to preserve traditional culture of the nation Ag-ool (2006), Oorzhak (1995) during carrying out varieties for the school education program for physical training.

Now the issue of working out physical education programs for comprehensive schools with the introduction of tourism and sport orienteering elements for schoolchildren in the Tyva Republic remains urgent. Elements introduction allows to train special skills and abilities indicating labor and household activities of Tuvan people.

Extremely poor sports equipment base of Tyva Republic schools where 40% of schools do not even have gyms, the absence of sports equipment Ag-ool (2006) – all these and other facts are needed to introduce national-regional component based on tourism and sport orienteering elements. 85% of schools in Tuva are located closer to the mountain-forest massifs that are favorable for organizing physical education of schoolchildren using tourism elements.

The analysis of theory and practice of the research subject testifies the necessity of educational process improvement of Physical training discipline, the inadequate use of national-regional component of the state standard, native living environment of the republic's population, traditions heritage in solving this problem. The health problem of the younger generation on the basis of tourism and sport

orienteering as Tyva Republic case study has not yet been considered as a special scientific research. This will be more appropriate in improving the physical condition and physical growth as well as healthy lifestyle of schoolchildren considering the peculiarities of Tuvan people.

Therefore, we have set a definite goal – creating and implementation of program-methodological support for the physical educational process on the basis of tourism and sport orienteering elements use as national-regional component of the Federal State Educational Standard of General Education.

The study hypothesis suggests that tourism and sport orienteering elements will conductive to improvements in the physical growth and physical conditions of schoolchildren improving their health and technical-tactical preparedness, provided if: it is included in the content of the national-regional component of the physical education of the primary school; working out a program and methodical recommendations on the use of tourism and sport orienteering elements considering age, gender and national-regional characteristics of schoolchildren (traditional knowledge of nomadic orienteers, favorable location of schools closer to mountain-woody massifs, etc.).

2. METHODOLOGY

A method of analyzing theoretical research study on the methodology of introducing tourism and sport orienteering in sports schools physical education of primary schools is used in the research.

We conducted three main stages of research for introducing tourism and sport orienteering in the educational process for 5-9 grade students: 1) analytical – the literature review was analyzed, physical education programs were carried out based on tourism and sports orienteering; 2) experimental – the main part of the experimental work was carried out, developed physical education programs based on tourism and sport orienteering were introduces into the educational process; 3) final stage – processing and analysis of the results, the following methods were applied within research study: analysis of literature sources on the indicated problem; testing; pedagogical experiment; methods of mathematical statistics as well as observational methods – training practice monitoring of skills and abilities on tourism and sport orienteering; generalization of conversation and advanced skills of physical training teachers.

3. DATA ANALYSIS AND RESULTS

Analysis of literature and software on physical education published over the past 15 years for primary schools showed that the implementation of the unified requirements of existing programs in

Russia, which verifies in its natural-climatic differences is associated with a number of difficulties. This presupposes necessity of scientifically based regional specificity of the educational process, especially in the initial and middle level of education where the basics of the child's physical development form. In this regard, the study of the regional characteristics of physical education, physical activity, physical condition and efficiency of children of basic school age has theoretical and practical significance for scientific substantiations of standards, correction of education planning by considering of specific local, socio-economic, ethnic, natural-climatic conditions and creation of a national-regional program based on it (Balchirbai, 2017; Dazhy, 2005).

As an example, Tyva Republic remoteness from the scientific centers of Russia, its position connected not only by geographical location, but also the development of wider economic, cultural, scientific and sport affairs with the countries of Europe and the world, distinguishes it from other regions of the Russian Federation. The current situation, on the one hand, exacerbates the problem of physical training and sports development in the region, on the other hand, it creates prerequisites for finding new ways of solving the problem considering specific features of the region.

The Tuvinian ethnos at all times live in harmony with nature. In traditional life Tuvans spend a lot of time in open air, move and orient themselves, lead a nomadic way of life. The location of the republic's

schools is closer to the mountain-woody areas which is possible to solve the problem of effective use of tourism and sport orienteering as HPK.

Tourism and sports orienteering as a kind of physical activity is close to the traditional way of life of Tuvan people (cattle breeding, hunting, and agriculture). Introduction of tourism and sports orienteering into physical education school program should fill the gaps in the physical education of children, especially village schools that are poor with required technical facilities and sports equipment.

We attempted to carry out "Physical Education Program for Primary School Students on the Basis of Using the Elements of Tourism and Sport Orienteering in Tyva Republic" (Lyakh and Zdanevich, 2007: 19) considering the mentioned information and focusing on exemplary programs of physical training of, Matveev and Petrova (2006), for the approximate scheduling of school hours of physical education program material of FSES of general education.

We formed a school curriculum (Table 1), a schedule for the implementation of program material sections according to quarters (Table 2) based on the material-technical security of the school and adapted to the region conditions based on the approximate curriculum of the comprehensive physical education program for 5-9 grades. It needs 340 hours, including 68 hours per year (2 hours per week, 34

study weeks) for 5th to 9th grades according to the curriculum for the mentioned physical education program (Lyakh and Zdanevich, 2007).

Table 1. Curriculum of "Physical Training" discipline for 5-9 grade students

№	Varieties of program material	Grades				
		5	6	7	8	9
		Hours				
		68	68	68	68	68
1.	Base part					
1.1.	Fundamental knowledge on physical training	Within the lesson				
1.2.	Sport games	18	18	18	18	18
1.3.	Gymnastics with elements of acrobatics	12	12	12	12	12
1.4.	Athletics	12	12	12	12	12
1.5.	Cross training	8	8	8	8	8
2.	Elective part					
2.1.	Tourism and sport orienteering	18	18	18	18	18

We allocated 90 hours of this time (26.5% of the total time) for elective part content of physical training program based on tourism and sports orienteering, including 18 hours per year for 5-9 grades.

The main content of elective part of physical training program for 5-9 grade students based on tourism and sport orienteering is represented by theoretical, practical and evaluative teaching and methodological sections.

The theoretical section includes: fundamental knowledge of tourism and sports orienteering, knowledge on ethno-cultural features of Tuvan people and regional peculiarities of Tuva.

Practical section reveals the practical part of sports and health tourism and orienteering knowledge, school competitions, exercise complexes, outdoor active games and is realized mainly during physical training lessons as well as during a day-off-hiking.

Evaluation section is presented by tests on assessment of theoretical knowledge on tourism, physical condition, and formation of tourist skills.

Planning the elective part content of the physical education program for 5-9 grade students based on tourism with orienteering elements is worked out in calendar-thematic scheduling of physical training lessons. Excursions and hiking were carried out as out-of-lessons during the May holidays for students of the experimental group in order to master the techniques and tactics of tourism in practice.

Table 2. Annual schedule for realization of program material sections according quarters for 5-9 grade students

№	Varieties of program material	Hours	Quarters																			
			I			II			III			IV										
			Lessons numbers																			
			1-4	5-8	9-15	16-22	23-27	28-31	32-39	40-47	48-55	56-61	62-65	66-68								
			Lessons quantity																			
1.	Base part	50																				
1.1.	Physical training fundamental knowledge		Within the lesson																			
1.2.	Sport games	18				3	3	4	6													
1.3.	Gymnastics with elements of acrobatics	14							2	8	4											
1.4.	Athletics	10	4	2															1	3		
1.5.	Cross training	8				4							4									
2.	Elective part	18																				
2.1.	Tourism and sport orienteering	18		2	7														6	3		
Sum of hours		68	15			16			24			13										

Theoretical knowledge of tourism in the form of talks and stories were reported to the students at the beginning and during the lessons. Multimedia presentations, posters, and models were used for greater visibility of materials.

Tourism (proper packing of travel backpack, installation and removal of the tent, knitting technology of the tourist nodes, work with a compass and map, orienting on the ground, according to local characteristics, organizing bivouac works, first aid for victims, rescue operations) and sport orienteering practical skills and abilities are

introduced in the main part of physical training lessons and also in extra-hour forms, hikes and excursions.

Tourism and sport orienteering lessons are interesting and diverse in their content, they differ by emotionality and temperament.

The second stage of education (V-IX grades) is the most favorable level characterized by the presence of a basic level, teenagers' strong interest to physical training lessons. The works Konstantinov and Kulikov (2002), Konstantinov and Glagoleva (2005) describe planning base of techniques and tactics training for tourism and sport orienteering training first stages.

Our research is carried out in two main forms – lesson and out-of-lesson. The pedagogical experiment was carried out at the educational process for result determination of the offered sports.

Total number of experiment's participants were 218 students. There were experimental and two control groups. Experimental group consisted of 91 students, there was the same number of students in the control group-1. There were 36 students from the youth athletic center in the control group-2.

Physical condition is the main criterion of our study, so physical condition was the most thoroughly studied in various forms of movement where speed, strength, agility, flexibility, endurance and

speed-power capabilities are manifested in varying degrees. The effectiveness of the mentioned methodological support for elective part of a physical training program based on sports and health tourism use was identified and substantiated these qualities degree in the experimental group (EG). Testing was carried out before and at the end of the pedagogical experiment. The results were statistically processed by Student's t-criterion using the computer program "Microsoft Excel 97-2003".

The same characteristics were found during examining physical abilities of CG-1 and EG boys and girls at the beginning of the experiment. Resulting from this, we take note that the ability level of all experiment participants was almost the same (Figure 1). Average number increase fixed at the end of the experiment (% , quantity) is illustrated in Table 3.

Konstantinov and Kulikov (2002) note that hikes, tourist competitions, excursions organized in the open air are effective measures of healing and preventing diseases. Based on his research, attendance monitoring of the physical training lessons was carried out for absence rate identification of EG and CG-1 students' health certificates during the experiment, the aim of which was health-improving orientation determining of the physical training program's elective part content based on sports and health tourism use for 5-9 grade students.

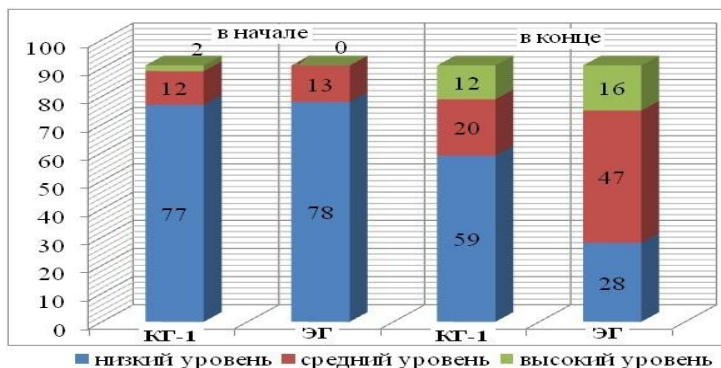


Figure 1. Number of students with low, medium and high ability levels in CG-1 and EG

Table 3. Average number indicators

Grades	Groups	30 m and 60 m (%) running		3x10M and 5x10M (%) shuttle run		Stand and reach (cm)		6-minute running (%)		Standing long jump (%)		Low and high-bar pull-up (quality)	
		boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls
5	CG-1	9,49	10,45	3,76	6,43	3,42	5,30	24,37	24,22	3,72	5,66	3,00	5,00
	EG	7,03	14,38	15,70	12,58	3,25	6,10	32,08	40,23	8,33	12,94	4,69	8,10
6	CG-1	5,84	8,84	5,51	8,74	2,78	4,00	20,30	21,96	9,88	8,38	3,34	4,76
	EG	7,17	8,65	12,66	14,93	1,77	4,13	28,63	32,98	17,23	17,99	4,89	8,38
7	CG-1	9,56	12,15	3,68	6,56	2,75	4,78	18,02	29,61	11,47	18,30	3,75	6,00
	EG	12,3	12,23	10,39	12,09	2,88	4,89	31,52	39,95	23,35	26,87	4,75	9,56
8	CG-1	11,22	8,89	14,17	13,34	4,10	3,66	31,23	32,57	16,03	16,65	3,70	2,22
	EG	12,05	6,11	16,99	21,85	4,30	2,00	36,96	41,50	20,18	20,64	4,80	6,22
9	CG-1	11,25	11,59	8,36	12,99	2,38	2,50	15,54	32,10	15,21	16,33	1,82	1,00
	EG	5,11	14,05	14,61	14,97	1,50	2,25	34,25	43,06	19,79	23,79	3,50	3,13

Monitoring was carried out over the entire period of pedagogical experiment and it was analyzed according to illness cases frequency various diseases and respiratory system diseases, because respiratory system diseases dominate over the total number of disease incidences among the students. It is estimated by the quantity and

duration (in days) of all colds. Average number of sickness absence for each case was calculated.

Pedagogical experiment monitoring demonstrated that respiratory system disease incidences of EG students significantly decreased, the first training year fixed 18.4 average disease days, the second year fixed 11.4. We concluded that diseases resistance ability of EG students had increased according to various diseases incidence cases.

The pedagogical experiment was carried out for tourist skills formation study. 5-9 grade students of the control group-1 (CG-1) go without saying. So, children studying at Baryyn-Khemchik youth athletic center of Tyva Republic (tourism's beginners group, of 13-14 years old) were collected in CG for indicators comparison of tourist skills. This group was notionally named as control group-2 (hereinafter – CG-2). 7-8 grade students of №1 Kyzyl-Mazhalyk school of Baryyn-Khemchik district of Tyva was collected in the experimental group (hereinafter EG) for experimenting.

The tourist all-round event was organized on trekking method distance (hereinafter TM) and uniaxial orientation, which revealed the good results of students' tourism skills formation for level rating of tourist skills formation during two years at the same area (near the school). EG students demonstrated good results with high test scores of the tourist all-round event, of trekking method distance than CG-2

students: 7th grade boys – 4.77 minutes and 8th grade boys – 5.78 min and 7th grade girls for 7.45 min and 8th grade girls – 5.82 min. In addition, the results of uniaxial orienteering fixed higher rates growth rates of EG students rather than CG-2 students: 7th grade boys – 6.5 minutes, 8th grade boys – 5.2 minutes and 7th grade girls – 3.55 minutes, 8th grade girls – 3.15 minutes.

So we concluded that offered methodological support for implementation of physical training program elective part based on tourism and sports orienteering positively influenced the formation of tourist skills. Learning skills and abilities that are needed in everyday life and at home during hikes (house-holding and life skills), socially useful working at tourist route are all necessary for the young tourist.

4. DISCUSSION

The authors of the paper would like to emphasize that a tourist is a person who is fully developed and ready for any cataclysms of nature and extreme situations. Young generation's going in for tourism and sports orienteering promote to form physically, intellectually strong, willed and morally hardened person. Established education "Tourism and sports orienteering program for school students of Tyva Republic" as a national-regional component of "Physical training" discipline as well as established methodic recommendations "Fundamentals of tourism and sports orienteering" are the new form of physical training of school students of the republic.

Experiment results on selected tests for level identification of physical condition proved high reliability the tests. There is an improvement in physical condition dynamics of 5th and 8th grade students of experimental and control groups according to test results in the year-end comparing with the indicators of the experiment' beginning. So, if at the beginning of the year the absolute majority of experimental group students had a low level of physical condition and was from 78.6 to 83.6% in boys group, and from 80.7 to 84.5% in girls group, then there was a qualitative improvement of these indicators at year-end. Boys' number who reached the average level of physical condition was 91.6%, high level – from 96% (there were 3.2% at the beginning of the year). Girls' number who has such characteristics was: 85.3%, 10.9%, 4.1% (Balchirbai, 2017).

Improving orientation of the elective part of the physical training program based on sports tourism program for 5-9 grades students was evaluated by attendance monitoring of all lessons with the aim to identify absences quantity by medical certificates of experimental and control group-1 students during the pedagogical experiment. The frequency of respiratory system diseases among various diseases is dominant. All these indicators prove that the frequency of respiratory diseases cases of experimental group students has significantly decreased during the pedagogical experiment. Control group-1 indicator remained unchanged. So organism resistance to various diseases increased Balchirbai (2017) among experimental group students.

Significant improvements of sport orienteering skills and abilities of experimental group students can be noted based on pedagogical experiment results, which demonstrate the effectiveness of the offered pilot program.

In this case, the analysis of physical condition indicators, students' organism resistance to various diseases and tourism skills formation of experimental group students confirmed the effectiveness of the offered methodological support for the realization of elective part of the physical training program based on sports tourism.

5. CONCLUSION

The study of sports and health tourism and trail orienteering during physical training lessons for 5-9 grades students is worthwhile to realize physical training as an elective course. It is necessary to consider the school location near to mountainous or wooded areas, in other words, climate-geographical conditions of a specific region as well as sport equipment (available equipment for lessons, polygon maps).

It is necessary to use such education forms as hiking (of a various level and complexity categories), training lessons at polygon, and organizing tourist competitions at schools for purposeful study and further technical elements improvement of sports and health tourism

and orienteering. Sports and health tourism and sport orienteering lessons should be practice-oriented.

It is recommended to organize it outdoors in a schoolyard, nearby a park and giving attention to such forms of activities as excursion and a walk in the forest for healthcare effect of sports and health tourism and sports orienteering.

In case of poor weather conditions, lessons should be given indoors with an emphasis on studying the elements of sports and health tourism and orienteering elements requiring quickness: knitting tourist nodes (including Tuvan ones), maps interpretation, compass using, backpack packing, tent installing and etc.

Tourist technical and tactical condition (tourist skills formation) can be measured in the wild, near the school because nowadays there are no unified requirements for studying technical and tactical tourist skills. Forest park, municipal recreation and Leisure Park and other similar infrastructure objects can be used as an alternative one.

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Revista de Ciencias Humanas y Sociales

Año 34, Especial N° 14, 2018

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.
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