

## PHYSICAL EDUCATION AND SPORTS

UDC 796.015.132:371.3

DOI <https://doi.org/10.5281/zenodo.18020875>

### The author's methodology of functional exercises as a tool for developing a healthy motor culture

Olena Mahilda,

independent researcher, <https://orcid.org/0009-0009-0701-322X>

**Accepted: 06.12.2025 | Published: 22.12.2025**

***Abstract.** Modern trends in the field of physical culture and health training indicate a growing need for practical approaches that not only promote physical development but also foster sustainable internal motivation for regular physical activity. The **purpose of the article** is to study the possibilities of functionally oriented training programs in the formation of correct motivational priorities and a culture of healthy motor activity. The focus is on the trainer's professional responsibility and on interdisciplinary interaction with medical professionals to maintain a safe and effective training process, as well as to identify common mistakes in setting physical activity goals. To achieve the goal, the following **methods** were used: analysis of scientific sources, systematization of many years of practical coaching experience and structural modeling of the author's functional training programs. **Results.** An evaluative analysis of the motivational attitudes and physical condition of the persons involved in training, as well as the feasibility of integrating medical recommendations for load correction and exercise technique, was conducted. It is shown that beginners in functional training mainly focus on aesthetic results, which leads to false expectations, an inadequate distribution of*



loads, and an increased risk of injury. The developed author's method includes an assessment of the initial level of training, a motivational and value block, a functional set of exercises, a reflexive and corrective block and interdisciplinary support of the training process. This structure allows for the gradual formation of conscious motivation, safe exercise technique and long-term commitment to regular physical activity among different population groups. **Conclusions.** The author's method of functionally oriented training programs is an effective tool for fostering a healthy movement culture, combining the coach's practical experience, medical expertise, and principles of health care. The implementation of such an approach allows for individualization of the training process, guarantees the safety of loads, stimulates conscious motivation, and contributes to the long-term improvement of the physical condition of various groups of people involved in training.

**Keywords:** functionally oriented training, authorial methodology, motivational priorities, safe exercise technique, movement culture, professional responsibility of the coach, interdisciplinary interaction, health-oriented training.

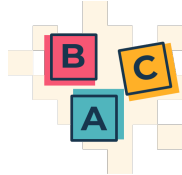
## **Авторська методика функціональних вправ як інструмент розвитку здорової рухової культури**

**Магільда Олена Віталіївна,**

незалежний дослідник, <https://orcid.org/0009-0009-0701-322X>

**Анотація.** Сучасні тенденції у сфері фізичної культури та оздоровчого тренування свідчать про зростаючу потребу у пошуку ефективних підходів, які не лише забезпечують фізичний розвиток, а й формують стійку внутрішню мотивацію до регулярної рухової активності серед населення.

**Метою** статті є вивчення можливостей функціонально орієнтованих тренувальних програм у формуванні правильних мотиваційних пріоритетів



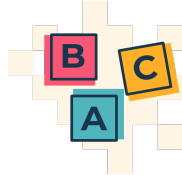
та культури здорової рухової активності. Основна увага приділяється ролі професійної відповідальності тренера та міждисциплінарної взаємодії з медичними фахівцями у підтримці безпечного та ефективного тренувального процесу, а також визначенню типових помилок у постановці цілей фізичної активності. Для досягнення мети застосовувалися **методи**: аналіз наукових джерел, систематизація багаторічного практичного досвіду тренерської діяльності та структурне моделювання авторської програми функціонального тренування. **Результати**. Проведено оцінювальний аналіз мотиваційних установок та фізичного стану осіб, залучених до тренувань, а також можливостей інтеграції медичних рекомендацій для корекції навантажень і техніки виконання вправ. Показано, що новачки функціонального тренування переважно орієнтуються на естетичні результати, що призводить до хибних очікувань, неадекватного розподілу навантажень та ризику травм. Розроблена авторська методика включає оцінку початкового рівня підготовки, мотиваційно-ціннісний блок, функціональний комплекс вправ, рефлексивно-корекційний блок та міждисциплінарну підтримку тренувального процесу. Така структура дозволяє поступово формувати усвідомлену мотивацію, безпечну техніку виконання вправ і довготривалу прихильність до регулярної фізичної активності серед різних груп населення. **Висновки**. Авторська методика функціонально орієнтованих тренувальних програм є ефективним інструментом формування здорової рухової культури, що поєднує практичний досвід тренера, медичну експертизу та принципи здоров'язбереження. Впровадження такого підходу дозволяє індивідуалізувати тренувальний процес, гарантує безпечність навантажень, стимулює усвідомлену мотивацію та сприяє довготривалому покращенню фізичного стану різних груп осіб, залучених до тренувань.



*Ключові слова:* функціонально орієнтовані тренування, авторська методика, мотиваційні пріоритети, безпечна техніка виконання, рухова культура, професійна відповідальність тренера, міждисциплінарна взаємодія, оздоровче тренування.

**Problem statement.** Modern physical education programs and health training increasingly focus on a functional approach to foster a healthy motor culture. However, critical issues such as the lack of standardized assessment methods and inconsistent implementation hinder progress. These problems undermine the effectiveness of such programs and require targeted scientific investigation.

Another problem is the insufficient level of professional responsibility of trainers and the limited interaction with medical specialists. In most cases, trainers do not take into account the individual characteristics of the individuals involved in training, do not adapt the load to their state of health, and do not conduct the necessary consultations, which creates potential health risks and reduces the effectiveness of the training process. There is a lack of scientifically based authors' methods that combine the trainer's practical experience, health preservation principles and an interdisciplinary approach. Existing programs are often either overly standardized or focused solely on external outcomes, which do not foster sustainable motivation or the development of motor culture. The problem lies in the lack of a comprehensive approach to functional training that would take into account participants' motivational features and individual needs, ensure a safe level of load, include medical support, and offer a structured methodology with health-improving, corrective, and pedagogical effects. Its solution requires the creation and implementation of original methods for functional exercises, based on the trainer's many years of experience, knowledge of medical disciplines, and the principles of maintaining health and activity.



**Analysis of recent research and publications.** Modern scientific approaches to the formation of a healthy motor culture are based on a combination of psychological, pedagogical, physiological and methodological principles. The work of V. V. Ovcharuk and co-authors emphasizes the evolution of views on the physical self-improvement of the individual, which provides methodological guidelines for the development of the author's functional training programs [1]. Continuing this research topic, N. Semal et al. demonstrate that physical education is a key factor in strengthening students' health and fostering stable motivation for physical activity [2]. A crucial conceptual addition is the model of S. S. Chorny, aimed at fostering a health-preserving style of behavior among physical culture and sports specialists, in which functional exercises serve as a structural element of pedagogical influence [3]. In turn, V. Maksymchenko and colleagues emphasize that physical education is becoming a fundamental value of a healthy lifestyle for students, and functional exercises help to form responsible motor habits [4]. H. Leskiv-Bondarchuk focuses on the structural-functional model of training future specialists for working with people of the third age, which confirms the relevance of developing the author's methods with a pronounced health and correction potential [5].

In the context of health preservation, S. V. Pereverzeva et al. offers strategies for integrating relevant technologies into physical education programs, which is an essential basis for the systematic introduction of functional exercises into training practices [6]. The study by N. G. Byshevets and N. L. Golovanova indicates significant variability in students' psychophysiological indicators during periods of high stress, which requires safe, adaptive, and scientifically sound training methods [7]. The importance of the methodological aspect is highlighted by V. Pichurin, who stresses the need to update pedagogical approaches in physical education for students, especially in structuring functional exercises [8]. L. V. Kozibroda makes a significant contribution to the development of innovative training programs,



demonstrating that the combination of traditional and new forms of activity increases students' interest and contributes to the formation of a positive motor culture [9].

The author S. A. Karasievych points to the effectiveness of game techniques in programs for younger and middle school age, which confirms the expediency of including such forms in the author's programs of functional exercises [10]. The problem of loss of motivation for physical activity is thoroughly analyzed by S. O. Ihnatenko, who emphasizes the importance of a systemic approach and value orientations in ensuring sustainable motor behavior [11]. The physiological foundations of the construction of training loads are presented in detail in the work of O. A. Prokofieva and O. O. Dekhtiarova, which describes the mechanisms of the influence of exercises on the nervous system – a key aspect of safe functional training [12].

The study by I. Sira and O. Siryi substantiates the positive impact of integrating physical activity into the educational process, supporting students' motivation and improving their cognitive functions, clearly indicating the feasibility of including functional exercises in daily practice [13]. From a psychological perspective, Y. Tatmurzinova demonstrates how the author's methods can act as a means of personal transformation and development of the individual's resource potential, which is important for the formation of the motor culture of children and adults [14]. The analysis block is completed by the study of D. Bezpamiatnyi, which reveals modern approaches to improving the neuromuscular coordination of athletes – one of the key criteria for the effectiveness of functional exercises, especially in the author's training systems [15]. Thus, the analysis of the literature confirms that the author's methods of functional exercises can be an effective tool for the formation of a healthy motor culture, since they provide a comprehensive psychophysical impact, are based on innovative approaches, and increase the motivation and adaptability of motor activity of different population groups.

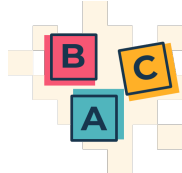


**Isolation of previously unresolved parts of the general problem.** Despite a significant number of studies devoted to functional training, innovative fitness technologies, and the development of motor culture, several key aspects remain insufficiently studied. It necessitates further scientific development of original methods for functional exercises. Existing works mainly highlight the general principles of functional training and its impact on the physical condition, coordination and motor fitness of various population groups, but do not offer a comprehensive approach to the formation of a healthy motor culture.

Existing studies focus mainly on individual physiological or motor effects of functional exercises - the development of strength, endurance or optimization of motor skills. However, their holistic impact on the formation of a system of motor values, health-preserving behavior and internal motivation for regular physical activity remains out of focus. The psychological and pedagogical components of the author's methods, which determine their impact on personal change and a person's readiness to maintain an active lifestyle, remain insufficiently developed.

The scientific community also lacks a unified model for constructing the author's method of functional exercises. The structure of such programs, their duration and intensity, and the principles of individualization and progression algorithms require necessary clarification. The integration of motivational, educational and reflective components within a holistic training system has also been insufficiently studied. Although some studies cover specific population groups (students, women, people with musculoskeletal disorders), comprehensive comparative analyses of the effectiveness of the author's programs across these groups are practically absent. It complicates the development of universal models that can be adapted to individual needs.

Also, the mechanisms for integrating functional exercises into a broader educational and social context are not sufficiently developed, particularly regarding the coordination of training activities with the formation of healthy lifestyle values



and sustainable behavioral models. Most of the author's methods focus on physical outcomes, without providing a comprehensive account of the motivational and cultural aspects of physical activity. It is these unresolved issues that shape modern scientific issues and determine promising areas of research in the field of physical culture and sports.

**Formulation of the objectives of the article (statement of the task).** In view of the above, the purpose of the article is to reveal the potential of functionally oriented training programs for the formation of correct motivational priorities, safe exercise techniques, and a long-term culture of healthy physical activity. To achieve the set goal, the following tasks are planned to be solved:

1. To analyze the features of the motivational attitudes of people who start functional training, and to identify typical errors in the formation of physical activity goals.

2. To substantiate the role of the trainer's professional responsibility and interdisciplinary interaction with medical specialists in creating safe and effective training programs.

3. To characterize the conceptual principles and structural elements of the author's approach to compiling functional exercises based on practical and rehabilitation experience

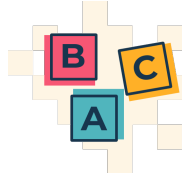
**Presentation of the main material of the study.** Modern practice of functional training suggests that its effectiveness largely depends not only on the technique and structure of classes, but also on a person's level of motor culture and their ability to interact consciously with their own body. As psychological and pedagogical research shows, physical self-improvement is impossible without understanding the internal mechanisms of development and responsible behavior in the field of health [11, p. 14]. It leads to the idea that functional training should be considered not as a set of exercises, but as a controlled system for the development of motor qualities that integrates educational, health, and motivational components.



In turn, physical activity as a phenomenon cannot be considered without taking into account its neurophysiological dynamics. Current anatomical and physiological data demonstrate that the body's reactions, even to structurally identical loads, can differ significantly depending on the initial functional state, the level of previous training and the adaptive capabilities of the human body [12, p. 3536]. Therefore, the author's methodology of functional exercises, to be effective, must include individualization not only in terms of intensity and volume, but also in the way motor material is presented and in its accessibility to the participant. Given the interdisciplinary nature of functional training, it is essential to consider that any load is not only a training stimulus but also a regulator of the body's state, which affects metabolism, cognitive processes, and motivational strategies [13, p. 1292]. That is why the development of the author's programs requires a balance between scientific accuracy and practical feasibility: exercises should be natural in terms of motor content, yet also aimed at specific corrective and health-improving effects.

The motivation of beginners deserves special attention. Many modern data confirm that beginners come to training with the expectation of a quick change in appearance, while internal motives – improving health, working capacity, psychological state – appear much later [14, p. 1168]. The author's methodology should also serve an educational function: helping a person appreciate the reality of physiological processes and correctly formulate goals.

The issue of the trainer's professional competence is significant in the context of functional training. In functional training, the trainer serves as a guide between scientific data, individual needs, and practical solutions. He must be able to analyze the motor system state of the training participants, prevent ineffective or trauma-risk movements, and form appropriate biomechanical strategies [11, p. 144]. It is how the principle of health preservation is implemented: training programs should focus on the development of all body systems, not on exhaustion, and at the same time remain aligned with the long-term perspective of physical activity [15, p. 145].



In addition, the effectiveness of the author's methods increases when the trainer does not isolate his activities from related industries, but interacts with medical and rehabilitation specialists. Such cooperation allows us to more accurately determine the safe load limits and build training programs that take into account the condition of the musculoskeletal system, functional limitations, and the adaptation capabilities of a particular person [15, p. 144]. Only under such conditions can functional exercises realize their potential as a tool for forming a healthy motor culture.

Thus, the professional responsibility of the trainer goes beyond traditional instructor support and becomes a comprehensive activity focused on maintaining health and the long-term effectiveness of training (table 1).

**Table 1**

*Key elements of professional activity and interdisciplinary interaction of the trainer*

<b>Component</b>	<b>Content</b>
Professional ethics and responsibility of the trainer	Adherence to safety standards, prevention of overload, responsible planning and control of the training process
Professional competence	Knowledge of anatomy, biomechanics, and physiology of movement; ability to individualize the load and adapt exercises to the functional state of the participants
Interdisciplinary coordination	Interaction with doctors, physical therapists, and rehabilitation specialists; consultative coordination of training solutions to increase safety and efficiency
Expected results of implementing an integrated approach	Reducing the risk of injury, increasing the effectiveness of training, and fostering a sustainable, healthy motor culture among participants

Source: systematized by the author

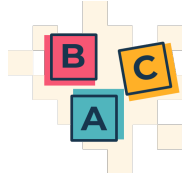
As can be seen, the effectiveness of general physical training programs depends on the trainer's professional responsibility and on qualitatively built interaction with medical specialists, which ensures the creation of programs that combine safety, effectiveness, and scientific validity. It is such a systematic and responsible approach that ensures the quality of the process, minimizes the risks of injuries and health disorders, allows you to adjust the load in accordance with the



individual characteristics of people involved in training, and contributes to the formation of a high culture of motor activity among different groups of the population.

The basis for the author's methodology was many years of professional experience with different age and social groups, accumulated over 12 years of coaching, including practical observations of more than 25,000 people involved in training. Within the framework of this practice, it was established that most people, especially women, approach physical activities with superficial motivational guidelines, focused mainly on aesthetic goals. This approach often leads to ignoring the principles of a safe training process, misunderstanding the role of motor activity and the risk of deterioration of health under conditions of irrational training. Therefore, rethinking priorities and forming the correct value attitude towards physical development and functional loads becomes relevant. Also, the basis for the author's methodology is practical experience in a rehabilitation environment, teaching therapeutic physical education to children and adults. The high level of responsibility for intervention in a person's physical condition contributed to the awareness of the need for constant interaction with specialists in the medical field - a traumatologist and a physical therapist. Coordination of exercises, correction of technical components, and obtaining professional confirmation of the legality of the applied methodological solutions became the foundation for the scientificity, safety, and validity of the developed set of functional exercises.

Thus, the author's approach to functional training is based on a comprehensive integration of the trainer's practical experience, scientific knowledge, and principles of health-promoting activities. The basis of this approach is the conscious formation of a value attitude towards physical activity, prioritising health, safety and the gradual development of the body's functional capabilities. The approach is based on the principles of individualized load, gradualness, adaptability to each student's



physical and psycho-emotional characteristics, and the integration of correctional and health-improving elements derived from rehabilitation experience.

Conceptually, the methodology involves several key stages (table 2). The first stage is an assessment of the initial level of physical fitness and health status of program participants. Such basic diagnostics help you determine participants' individual needs and adjust the load, preventing injuries and overloads.

**Table 2**

*Conceptual blocks of the author's functional training methodology*

<b>Methodological block</b>	<b>Contents</b>	<b>Functional purpose</b>
Diagnostic block	Assessment of physical fitness and health status	Determination of individual needs, injury prevention
Motivational and value block	Formation of correct priorities between aesthetics and health	Increasing commitment to regular physical activity
Functional block	Complexes of strength, coordination, flexibility and endurance exercises	Development of physical qualities, improvement of functional capabilities
Reflexive and corrective block	Effectiveness assessment, correction of technique, and adaptation of the program	Ensuring the safety and optimal efficiency of the load
Interdisciplinary support	Consultations with doctors, physical therapists, and rehabilitation specialists	Confirmation of the safety and scientific validity of exercises

Source: systematized by the author

The next stage is to establish the right priorities that balance the desire to achieve aesthetic results with the desire to improve the body's health and functional capabilities. Emphasizing safety reassures the audience and builds trust in the approach. It is this motivational and value block that ensures the building of long-term commitment to regular physical activity. The functional block of training exercises includes structured complexes that combine strength, coordination, flexibility, and endurance, adapted to the specific physiological and anatomical characteristics of the individuals involved in training. The reflexive and corrective block includes regular assessment of the effectiveness of exercises, correction of execution technique, adaptation of the program to changes in health and different



levels of physical fitness of program participants. To build a competent and effective training process, interdisciplinary support from specialists is involved, including consultations with medical specialists to confirm the safety and feasibility of selected exercises, especially in rehabilitation or health programs.

Thus, the author's methodology combines the health and functional effects, takes into account the psychological and motivational aspects of the training process, and creates conditions for the gradual formation of a healthy motor culture. Highlighting the trainer's expertise fosters respect and confidence in the methodology. An essential element is integrating the trainer's practical experience, including observing a large number of people in training, analyzing their reactions to various types of loads, and taking into account the principles of therapeutic physical education and rehabilitation. Thanks to such a structure, the program can be personalized for different categories of people involved in training, ensures individualization of the process and creates a long-term effect of improving health, developing functional capabilities and forming a conscious attitude to physical activity.

**Conclusions.** Analysis of the theoretical and practical principles of functional training provides grounds for asserting that its effectiveness is determined not only by the selection of exercises, but also by the level of motor culture of the participants in the training process, their awareness of their motivational priorities, and the professional responsibility of the trainer. Emphasizing long-term benefits encourages ongoing engagement. The proposed author's methodology, built on the principles of health preservation, covers the assessment of participants' initial preparedness, the formation of motivational and value attitudes, and the development of a structured set of functional exercises, which is an effective tool for the development of motor activity among different population groups. Such a structural and methodological model allows maintaining the safety and effectiveness of the training process by individualizing the load and fostering a stable commitment



to regular motor activity. Its use can contribute to the long-term development of physical qualities and strengthen the health of people of all ages and fitness levels.

### References

1. Овчарук В. В., Максимчук Б. А., Рошін І. Г., Головченко О. І., Кметюк Д. І. Генеза наукових підходів до фізичного самовдосконалення особистості в історії психолого-педагогічної думки та поза нею. *Педагогічна Академія: наукові записки*. 2024. № 8. DOI: <https://doi.org/10.5281/zenodo.12760575>.

2. Семаль Н., Бірюк В., Галайдюк М., Трофіменко В., Томіч Л. Фізичне виховання як детермінанта здоров'я у здобувачів вищої освіти. *Перспективи та інновації науки*. 2024. № 2(36). С. 463–475. DOI: [https://doi.org/10.52058/2786-4952-2024-2\(36\)-463-475](https://doi.org/10.52058/2786-4952-2024-2(36)-463-475).

3. Чорний С. С. Структурно-функціональна модель формування здоров'язберезувального стилю поведінки майбутніх фахівців фізичної культури. *Педагогічна Академія: наукові записки*. 2024. № 11. DOI: <https://doi.org/10.5281/zenodo.14972985>.

4. Максимченко В., Романенко В., Кулик Д., Турчинов А., Супронюк М. Фізичне виховання як цінність здорового способу життя студентської молоді. *Перспективи та інновації науки*. 2024. № 1 (35). С. 239–248. DOI: [https://doi.org/10.52058/2786-4952-2024-1\(35\)-239-248](https://doi.org/10.52058/2786-4952-2024-1(35)-239-248).

5. Леськів-Бондарчук Г. Структурно-функціональна модель підготовки майбутніх фахівців фізичного виховання до спортивно-оздоровчої роботи з людьми третього віку. *Педагогічна Академія: наукові записки*. 2024. № 8. DOI: <https://doi.org/10.5281/zenodo.13750343>.

6. Переверзєва С. В., Терещенко О. П., Алексєєв О. О. Стратегії інтеграції здоров'язберігаючих технологій у програми фізичного виховання.



*Педагогічна Академія: наукові записки.* 2024. № 6. DOI:  
<https://doi.org/10.57125/pedacademy.2024.05.29.02>

7. Бишевец Н. Г., Голованова Н. Л. Динаміка психофізіологічних показників українських здобувачів вищої освіти в умовах військового стану. *Педагогічна Академія: наукові записки.* 2024. № 6 DOI:  
<https://doi.org/10.57125/pedacademy.2024.05.29.01>.

8. Пічурін В. Методологія педагогіки і фізичне виховання. *Перспективи та інновації науки.* 2024. № 8 (42). С. 523–532. DOI:  
[https://doi.org/10.52058/2786-4952-2024-8\(42\)-523-532](https://doi.org/10.52058/2786-4952-2024-8(42)-523-532).

9. Козіброда Л. В. Інноваційні методики, які враховують традиційні форми фізичної активності, сприяють підвищенню зацікавленості школярів у фізичних вправах, формують позитивне ставлення до здорового способу життя та активної життєвої позиції. *Перспективи та інновації науки.* 2025. № 1 (47). С. 590–598. DOI: [https://doi.org/10.52058/2786-4952-2025-1\(47\)-590-598](https://doi.org/10.52058/2786-4952-2025-1(47)-590-598).

10. Карасевич С. А. Ігрові методи фізичного виховання для дітей середнього та старшого вікового періоду. *Перспективи та інновації науки.* 2025. № 2 (48). С. 488–496. DOI: [https://doi.org/10.52058/2786-4952-2025-2\(48\)-488-496](https://doi.org/10.52058/2786-4952-2025-2(48)-488-496).

11. Ігнатенко С. О. Фізична активність як різновид людської діяльності: системний підхід, ціннісні орієнтації та проблема втрати мотивації. *Перспективи та інновації науки.* 2022. № 7 (12). С. 141–146. DOI: [https://doi.org/10.52058/2786-4952-2022-7\(12\)-138-147](https://doi.org/10.52058/2786-4952-2022-7(12)-138-147).

12. Прокоф'єва О. А., Дехтярьова О. О., Каденко І., Баштовенко О., Литвиненко В. Фізичні навантаження та їх вплив на нервову систему: анатомо-фізіологічні аспекти. *Перспективи та інновації науки.* 2025. № 11 (57). С. 3533–3545. DOI: [https://doi.org/10.52058/2786-4952-2025-11\(57\)-3533-3545](https://doi.org/10.52058/2786-4952-2025-11(57)-3533-3545).



13. Сіра І., Сірий О. Вплив інтеграції фізичної активності у дистанційне навчання на когнітивні та мотиваційні показники студентів фізико-математичного факультету в умовах сучасних кризових викликів в Україні. *Перспективи та інновації науки*. 2025. № 11 (57). С. 1292–1300. DOI: [https://doi.org/10.52058/2786-4952-2025-11\(57\)-1291-1306](https://doi.org/10.52058/2786-4952-2025-11(57)-1291-1306).

14. Tatmurzinova Y. The proficient method as an authorial psychological tool for women's transformation: from deficit to resource-based identity. *Перспективи та інновації науки*. 2025. № 6 (52). С. 1168–1179. DOI: [https://doi.org/10.52058/2786-4952-2025-6\(52\)-1168-1179](https://doi.org/10.52058/2786-4952-2025-6(52)-1168-1179).

15. Bezpamiatnyi D. Advanced approaches to improving neuromuscular coordination in athletes. *SWorldJournal*. 2025. № 31-04. P. 144–154. DOI: <https://doi.org/10.30888/2663-5712.2025-31-04-021>.