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## **DIRECTIONS OF YOUTH PHYSICAL EDUCATION IMPROVEMENT FOR STRENGTHENING OF THEIR MOTIVATION TO HEALTH ORIENTED MOTOR ACTIVITIES**

In this article was studied the state of youth motivation for improving of motor activity and future directions of process improving of physical education for the task of motivation strengthening. The vast majority of the studied shows low motivation level. According to the scientific literature a promising direction to solve this problem was identified, which takes into consideration the theory of self-determination during students physical education. The process should lead to the achievement by students' appropriate internal motivation, achieved adequate actions of teacher towards meeting the psychological needs of students: independence, competence, cooperation in the team.

**Key words:** youth, recreational physical activity, physical education, motivation and self-determination.

### **Problem staging, analysis of recent research and publications.**

Health-care physical activity combined with a balanced diet and other measures of a healthy lifestyle is the most effective tool that exceeds the capacity of traditional medicine in health improvement, prevention of common diseases and contributes to solving complex important tasks, especially related to improving the quality of professional activities and a full rest [6]. At present the utmost importance of health of students recognized as one of the most important factors for successful development of society in different spheres of life. Effectiveness of this task is impossible without the proper organizational and meaningful supply of both educational process in high schools (universities) and leisure of students outside the classroom. It is primarily for systematic physical activity of students with optimal parameters, because it is the most effective means of successfully solving of determined tasks [2; 6].

Health-motor activity today is provided primarily by mandatory classes of physical education in high school. However, this number even under optimal parameters of physical activity in each class does not provide needful health achievements, and especially developmental effects [4].

Another direction of physical education in high schools, the implementation of which eliminates the deficiency of physical activity of students – it's physical exercises in out of classes time, especially in the sports sections functioning at school [6]. It should be noted that the visiting of such sections is voluntary, and therefore provides for the students' respective will, as well as doing other forms of exercises in out of school time – independent or amateur group. Taking into account the priorities of students – homework, various interests that are not related to health oriented physical activity – the reality of systematic implementation by students is determined exclusively by motivation itself. That's why strengthening of such motivation of students is an actual task today. However, such studies are rare [8; 10] and studies, which are aimed to solve appointed tasks in physical education of first and second year students, taking into consideration the specificity of the educational process in domestic universities – don't exist.

**The objectives** of the study was to determine the condition of students motivation to health oriented motor activity and synthesis of modern conceptual ideas and provisions for its strengthening.

The study was conducted using general scientific **methods** such as analysis, systematization, generalization of documentary materials and data of scientific literature. Also used questionnaire method, according to our questionnaire we have studied the condition of formation of the youth motivation to health oriented physical activity. Worked on the results using methods of mathematical statistics.

**Research results and discussion.** At present moment there are accumulated a significant amount of empirical data regarding standards and optimal parameters of physical activity of young people to achieve health effect. It should be noted that this issue was studied by domestic science in the late nineteenth century. Particularly prominent local scientist O.D. Butovskii [2] had noted that the activity that involves exercises should last at least 1.5 hours daily and priority (especially at lower conditioning) should be given to the number of reps, not the intensity of exercise. Recent results of national researchers give more detailed parameters [3; 4; 6], let's say the best for school students are 3-4 exercise sessions per week, each lasting at least 30-45 minutes, with an intensity exercise at a level that provides oxygen consumption within 55-60% out of maximum, which corresponds to 140-160 heart rate.

Accordingly to R.S. Paffenbarh [3] The daily rate of physical activity of girls 17-22 years is 3,6-4,8 hours, guys – 4,8-5,8, and weekly – 7-12 hours with daily energy level respectively 3000 and 3500-4300 kcal / day or number of locomotions within 20-25 and 25-30 thousand.

These parameters are optimal for maintaining and recreational physical activity. To achieve the developing effect they will be first of all

longer and with preferred physical activities that promote anaerobic capacity of the body [1]. Accordingly to mentioned, parameters of physical activity girls and boys should provide several levels: I level (maintaining health) – motor-hygienic minimum of physical activity – involves a daily morning exercises, tempering and walk before bedtime; II (harmonious development) – motor and comprehensive preparational minimum, includes excersises of first level and leisure 30-60 minutes using exercise; III (sports activities) – comprehensive preperational optimum - includes exercises of II level and 3-6 hours of exercise per week [6].

A bit different conclusion does O. Bar-Or and T. Rowland [1] amount of exercise a week should be between 2.3 to daily, each lasting 35-45 minutes; the intensity of load – 60-70% of maximum oxygen consumption, heart rate corresponding to the level of 150-170 Sk. / min<sup>-1</sup>; duration of such supporting and training programs – 6-8 weeks.

So at the present level parameters of physical activity for students are determined with high accuracy, regular use of which allows to improve and maintain the functionality of the body at a level that ensures high rates of health.

At the same time, the results of our research which was aimed at studying the state of the physical activity of students have shown the following. According to the questionnaire, systematically carries out this activity in their daily lives only 33% of students of first and fourth years of study, occasionally – 25% weekly duration of the first or second year students is 1.3 hours, in the third or fourth year students – only 0, 54 hours [5]. The main reason for such a result in the first of these groups is the lack of necessary conditions (22-26%) or financial difficulties (24-26%) in the second group - the lack of interest (23-33%) and financial difficulties (21%).

So the amount of health oriented weekly physical activity of most today's students (girls and boys) of national universities is much lower than the minimum required, and against the background of weakening over the years, learning their interest in this activity.

In view of this conclusion we have systematized data on physical activity of students in developed countries of Europe and the United States. The need for such a study was associated with a very active attitude and practical actions of these countries in attracting young people to health oriented physical activity, the result of which may be higher motivation for its implementation. The data showed that systematically with the parameters of at least 30 minutes five or more times a week, mentioned activity do only 15-20% of students [8; 10], occasionally without following health parameters – 50-55%, and the remaining 30% do not pay any attention to it. However, there is an additional problem: out of those who had started systematic physical exercise the most have quit in the first year [9].

So these data allow us to make several conclusions. First, government actions to strengthen the motivation of young people to exercise only partially contribute to solving this problem, but marked almost zero effect in maintaining it at that level for a long time. Secondly, the problem of lack of physical activity of many young people is global, and one of the real ways of its solution - the formation of their motivations and ensuring its manifestation as long as possible for individual life.

In connection with this according to accessible literature sources we have analyzed information related to the modern conceptual ideas and provisions for the formation (gaining) of motivation of students to health oriented physical activity. Special studies [6] found that the majority of local researchers prefer proper education of students, updating reasons related motives to the implementation of physical activity of health orientation. Until recent times, the same was the position of the majority of foreign experts and their studies were based on the concept of public education for physically active lifestyle [9; 10]. However, the lack of effectiveness of such methods in the US [9] and Europe [8] led to searching for other ways to solve the abovementioned problems. In this regard, the modern psychology of motivation in physical activity gained leading positions of the theory of self-determination, in the most general form are as follows.

Practical physical exercise and adequate action of the teacher (the organization of classes, interaction student with other team members) are crucial in meeting the psychological needs of those who are involved, which is the basis of updating their motivation to the highest level – by definition of the author of the theory of self-determination E.L. Deci [ 7] – «an independent individual behavior». Achieving of such a behavior occurs in stages, and each stage is inherent in some type of motivation from the lack of motivation through the outer to the inner motivation. The latter provides the student activity due to reasons that go from inside (from the student directly) or associated with the activity itself, while the external type - student activity due to causes coming from outside (from the teacher, circumstances).

It is experimentally proved [6] that dependence of motivation level on the actual degree of implementation of the psychological needs – increasing of which boosts, while reducing the opposite – reduces internal and external motivation increases up to possible lack of motivation. Psychological needs, which meet the highest levels of self-learner (ie, internal motivation) are: independence, competence, interaction with other members of a collective action. In the case of external motivation actions of teacher will be driving, which depending on the student's self-determination, will involve the use of a particular type of regulation of its activity: external, defined and integrated [9]. The last type of regulation of student activity is rare, and meaning of

others is as following: external regulation – teacher offers students various incentives for achieving them; defined regulation – teacher focuses on students under feeling of guilt and importance (necessity) of implementation of the proposed exercise.

At this stage identified three types of internal motivation of students to physical activity of health orientation, which are associated with understanding the need (like exercise), willing of achievement (satisfaction from improving results) and playback stimulating effect (satisfaction from emotional recovery that occurs during time activity) [10].

Another study [8] found an relation between the understanding of the importance of physical education and motivating force adolescents to appropriate physical activity: pedagogical actions should be aimed at meeting their psychological needs that will strengthen internal motivation, ie. achieving of self-determination on health oriented physical activity. Teachers actions here might be: to meet the needs of independence – give students the right to choose types of exercise, stimulate participation in the conducting of these exercises (evaluation, encouragement) to improve your body, take into account the opinion of students in certain matters of class curriculum, give task to prepare for classes [9]. To meet the needs of students in teacher competence action should provide: the lack of emphasis on comparing of their achievements; moderate complexity individual tasks; awareness of the ability to reach the goal, but with some extra efforts [6].

To address the need for collaboration with other team members (students class) at the joint activities may offer teachers regarding assignments, performance of which requires collective efforts and stimulating of this desire of students [5].

Thus, the involvement of youth in health oriented physical activity and securing of proper motivation for further actions should conducted by teacher (trainer), especially in physical education, taking into account the theory of self-determination and be aimed at achieving of student internal motivation for physical activity.

### **Conclusions:**

1. The problem of strengthening of students motivation to health oriented physical activity, which is mainly caused by lack of it's establishment during studying at school, remained unsolved at this moment.

2. Formation of motivation for health oriented motor activity is defined by complex of actualised motives and situational factors that motivate the individual person to its implementation and it is relatively constant and changing formation. Solution to this problem is one a major tasks of physical education in high school.

3. Promising in solving the problem of the formation and strengthening of motivation of young people to recreational motor activity is the theory of

self-determination, which requires reaching of internal motivation through appropriate actions of a teacher in physical education process toward satisfying of psychological needs – independence, competence, collaboration in the team.

Further researches should be directed to the development of technologies to enhance students' motivation to systematic physical activity in out of classes time, which takes into account the theory of self-determination and is implemented during physical education process in high school.

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## **ПОНЯТІЙНО-ТЕРМІНОЛОГІЧНЕ ПОЛЕ ПРОБЛЕМИ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ФІЗИЧНОЇ КУЛЬТУРИ ДО ФОРМУВАННЯ ЗДОРОВОГО СПОСОБУ ЖИТТЯ ПІДЛІТКІВ**

У статті розглядаються пріоритетні завдання державної політики, всебічний розвиток особистості, зміцнення здоров'я та формування здорового способу життя, забезпечення оптимальної рухової активності людини, залучення дітей і молоді до занять фізичною культурою і спортом.

**Ключові слова:** здоров'я, здоровий спосіб життя, підлітки

**Постановка проблеми.** У Національній стратегії розвитку освіти України на 2012-2021 рр. [9] турбота про здоров'я молоді, підготовка до здорового способу життя визначається пріоритетним завданням. Декларована громадськістю важливість виховання здорової нації можлива лише за умови чіткого осмислення того, що основи якості та тривалості життя людини закладаються ще в дитинстві, а здоровий спосіб життя забезпечує гармонізацію особистості з природним і соціальним оточенням.

Водночас у сучасному освітньому просторі спостерігається суперечність між подальшою інтенсифікацією навчального процесу та катастрофічним погіршенням стану здоров'я дітей і підлітків. Згідно з дослідженнями, проведеними Українським інститутом соціологічних досліджень ім. О. Яременка спільно з Дитячим фондом ООН (ЮНІСЕФ), в умовах соціально-економічної нестабільності за останні 10-15 років у стані здоров'я українських дітей і підлітків сформувалися стійкі негативні тенденції: поширення факторів ризику, які погіршують здоров'я і розвиток, збільшення захворювань і зростання інвалідності [14] та ін. Експерти зазначають, що спосіб та умови життя є домінуючими чинником спостережуваного погіршення здоров'я дітей і підлітків.