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Коренєва Юлія Петрівна – аспірантка кафедри педагогічної та вікової психології Східноєвропейського національного університету імені Лесі Українки, м. Луцьк.

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Khunov Y.A.

THE ORGANIZATIONAL AND SUBSTANTIVE ASPECTS OF THE TEACHING OF MODERN SPORTS PHARMACOLOGY AND FORMATION OF MOTIVATION IN PHYSICAL TRAINING OF STUDENTS IN HIGHER EDUCATIONAL INSTITUTIONS

The article analyzes the main organizational and substantive aspects of the teaching of modern sports pharmacology and approaches to the problem of formation of motivation in physical training of students of higher educational institutions. The definition of the concepts of "motivation", "health saving technologies." The main types of health-saving technologies. We consider the typology of motives, styles and types of motivation for physical training. The criteria and levels of formation of motivation to physical training at students of higher educational institutions.

Key words: *intrinsic motivation, healthy lifestyle, health-saving technologies, extrinsic motivation, motivation, self-control, university students, the needs, physical training.*

Problem definition. The problem of preservation and promotion of health of students will be solved on condition of formation of the corresponding motivation. But, as the research studies show, the predominant majority of students in Ukraine do not keep to the health activity and a healthy lifestyle, which particularly in recent years leads to decline of students' health. It is therefore the problem of study and formation of students' motivation for physical education becomes especially urgent.

Analysis of the recent researches and publications. In the modern science motivation is interpreted as a set of factors that support and guide, i.e., define the behavior; a set of motives; the process of psychic regulation of a certain activity; the process of a motive's formation. Scientists divide definitions into two groups: the first examines the motivation from the structural positions; the second one describes it as a dynamic phenomenon.

In psychological dictionary motivation (lat. movere) is defined as an impuls to an action; dynamic process of the physiological and psychological plan that manages a human's behavior, determines its organization, activity and steadiness; person's ability to meet his or her needs [6].

Several authors (J. Dandarova, S. Zanyuk, K. Platonov, A. Rean, V. Shchadrikov) consider motivation as a set of impulsive factors. Other researchers determine motivation as not static but dynamic formation, as a process, mechanism (S. Vilyunas, I. Dzhidaryan, Ye. Ilyin, M. Magomed-Yeminov, A. Fazulaev and others).

At the same time a motive is understood as «an internal impuls of a person to one or another type of activity, associated with the satisfaction of certain needs». And motivation is considered as «the whole set of different impulses: motives, needs, interests, desires, goals, pulsions, motivational aims, ideals, etc. that in the most broad sense determines human behavior in general» [6].

The ratio of the motive and motivation is also interpreted in different ways. I.Ivannikov believes that the process of motivation begins with actualization of the motive, i.e., it does not need to be generated, but just updated, it is necessary to evoke the image in the mind.

Ye. Ilyin [3] writes that, unlike motivation, motive has a more narrow meaning, it actually fixes the psychological sense, the internal background against which the process of motivation is unfolded in general. The motive «gives energy» and directs the actions of a man. The role of motivation in this case is unclear.

In the psychological literature the question of the two types of motivation: external and internal is widely discussed.

The external motivation is called as the determination of behavior by physiological needs and environmental stimulation (E. Desi, G. Harlow), the internal motivation-as the dependence of behavior that is not directly excreted from the body's needs and influences of the environment.

Formation of motivation, in the opinion of M. Kozlenko, must rely on one or another psychologically conditioned and system model of a holistic motivation. The process of formation lies in the fact that the one who learns, and the one who teaches (kindergarten teacher, school teacher, university lecturer) strive for causing various qualitative changes in motivational sphere during the purposeful influence [4].

Moreover, as G. Krivosheeva mentions, the following tasks concerning the formation of the students' motivation for physical education should be primary in higher educational institutions [7]: formation of students ' commitment to a healthy lifestyle; equipment with knowledge concerning eutrophy, physical activity, etc.

Formation of students' for motivation for physical education, as L. Lubysheva mentioned, is based on certain ideological principles which include: priority of health values in the worldview system of human values; perception of health not as a condition of absence of disease or infirmity, but a little more broadly-as a state of complete well-being; the idea of a holistic understanding of health as a phenomenon, which combines together its four areas - physical, mental, social and spiritual; the idea of a so-called “redistribution of responsibility” (it means that the control of the lifestyle should be kept by the state and society, and a man himself).

R. Vasilyeva emphasizes that the formation of students' motivation for physical education can be realized only under condition of unity of three components of education - education, development and upbringing [2].

B. Jasko points out that during the education in an educational institution there is no significant positive changes in physical development and physical preparedness of most students. This is explained by poor organization of physical education and lack of regarding of individual characteristics [8]

R. Belov also emphasizes that in the sphere of physical education there are underrepresented such qualities and elements of human individuality, as self-realization, projective and purposeful self-development, creativity, spiritual needs, which are the impulses to any activity. It limits the ability of athletic activity by development of only the motor area that, in the end, reduces the cultural potential of this sector of human practice and do not allow realizing the possibility of physical education in the development of intellectual, mental, creative and communication potentials of a person.

The aim of this article is to determine the psychological peculiarities of formation of motivation for physical education and criteria of its formation of university students.

Presentation of the basic materials and results of the research. Higher education coincides with the beginning of the junior age. This means that with the formation of students' motivation for physical education one must take into account psychological peculiarities of this age period.

In the youth the emotional sphere intensively develops. In the early junior age social emotions - the experience of man's own attitude towards people - develop. They arise, they are formed and manifest themselves in the system of interpersonal relations. Development of social emotions requires not only mastery of a certain scope of knowledge (norms of behavior, estimative categories, cultural symbols), but a formation of the attitude to this knowledge, which are unique models and have specific differences depending on certain society and certain culture. This means that in this age period of development the motivation of a young person depends on how in the process of interpersonal relations others (for example, peers) emotionally (positively or negatively) estimate his or her behavior (actions, behavior). I.e., a positive assessment of the surroundings significantly influences on formation in students motivation for physical education. So, educational work, aiming at creation motivation for physical education, should promote the positive social emotions in the students, a positive attitude towards the preservation of their own healthes.

In this period there are dramatic changes in motivational sphere, which are both quantitative and qualitative in nature.

With the development of processes of self-knowledge, there are qualitative changes in motives, some of them are characterized by greater stability, interests acquire the nature of sustainable hobbies. On the mechanism of actions motives become not directly functional, but such that appear on the basis of a deliberately set

goal and conscious intention. I.e. it is necessary to guide the process of development of motivation so that such interests, aspirations, goals, life plans, connected with preservation of health form and fix in students.

Communication and social interaction is another sector which clearly displays the desire of teenagers and young people to express themselves, which is reflected in the affiliative need - the need in communication, emotional contacts, striving to be among people, creation, saving, restoring, positive relations with others [6].

Affiliative need in belonging to a particular group sometimes, in the opinion of I. Kohn, turns into the herd instinct in some boys: they cannot spend a day, or even an hour staying out of their own, and if they do not have their own - of any company.

Indeed, one can know oneself only in communion with others, and that's why in the young age, people appeal primarily to their peers – they rely in searching for their identity mostly on them. Other people for boys – are a mirror where attitudes and reaction on their behavior reflect, for which a boy is accepted and not accepted in society. Collecting such information, a young man gradually forms a picture of himself, and these views will be checked and clarified through relationships with other people for many times. Therefore, in this age the environment is extremely important, because a young man focuses on public opinion, taking certain decisions, forming a certain attitude, in particular, for physical education.

A significant place in the group of motives, potential oriented on the formation of students' motivation *ауа* physical education, is taken by cognitive demand. It manifests itself in the desire of a student to broad knowledge, experience, improve competence, develop the abilities etc. At the same time the cognitive needs, combined with the need to achieve success, influence the appearance of resistant beliefs, attitudes, worldviews and eventually, forming of the motivation for health preservation.

Formation of motivation does not mean formation of the ready motive and goal, but building such conditions and situations of unfolding of activity, where the desired motives and purpose are formed and developed, taking into account the context of past experience, personality, internal desires of the individual.

The level of this readiness is characterized by the ability of students to turn external demands into the internal impulses, motives of behavior with the awakening of their self-consciousness and responsibility for one's own culture.

The problem of formation of students' motivation for physical education covers a wide range of issues. The solution of these problems are primarily related to the increase of the conscious attitude of students to their health. And a big role in this issue belongs to informational and healthcare technologies, which complexly affect different parts of perception and contribute to the rapid opinions' formation of the way of thinking and even needs [7].

The concept "healthcare technology" combines all directions of activity of higher educational institutions of formation, preservation and promotion of students' health of.

Scientists often understand healthcare technologies as:

- favorable conditions of the students' education (lack of stressful situations, adequacy of requirements, methods of education and upbringing);
- optimal arrangement of educational process (according to age, sex, individual characteristics and hygienic norms);
- full and rationally organized motion mode [1].

Scientists offered the following types of healthcare educational technologies:

- healthcare technologies, creating safe conditions for stay, study and work at higher educational institution and those that solve the problems of the rational organization of educational process (taking into account age, sex, individual characteristics and hygienic norms), correspondence of educational and physical loads to the possibilities of students;

- healthful technologies, aimed at solution of problems of promotion of students' physical health, increasing capacity (resources) of health: physical training, physical therapy, aromatherapy, tempering, gymnastics, massage, herbal therapy, music therapy, hydrotherapy;

- technologies of health education, hygiene education, life skills' formation (management of emotions, conflict resolutions etc), prevention of injuries and psychoactive substance abuse, sexual education;

- development of health culture - education of the students' personal qualities, which contribute to the preservation and promotion of health, the perception of health as a value, strengthening of the motivation for a healthy lifestyle, increasing of responsibility for own health, health of the family [8; 9; 10].

According to N. Kondrashova, in the formation system motivation in physical education of students must be considered outside forms of education: activities of sports clubs, conferences, discussion clubs, meetings with sportsmen, doctors, psychologists; excursions in hospitals etc. All students on a voluntary basis should be surrounded by various forms and kinds of activity beyond the purely academic work, proceeding from the need to meet their individual needs, which are a source of formation of the motives of the individual's activities[5].

According to S. Synhayivskiy, formation of students' motivation for physical education is possible only in the case of mastering this knowledge about the ways and means of preserving and promotion the health and development of the related skills. Knowledge of bases of a healthy lifestyle is the basis for development of sustainable attitudes and beliefs, which are the impulsive system for the implementation of the actions. In students' life they take the form of concepts and norms of lifestyle.

T. Ivanenko emphasises a great role of personality-oriented education, methods of self-education and self-instruction in the formation of students' motivation for physical education.

One of the most effective methods in the formation of motivation for physical education, V. Vasilieva pointed out, is self-control. Self-control is a system of surveillance over one's own health, physical development, functional state, exercise capacity. The tasks of self-control includes: development of the simplest methods of

self-observation (taking pulse, breathing rate, functional tests and trials); formation of skills of proper breathing, undirected muscle relaxation; self-massage, definition of the level of psychoemotional status, physical development and working capacity, active relaxation etc.; acquisition of skills of the simplest methods of self-observation; acquisition of skills of ability to record observations, analyze and estimate the data of self-control; fixing in practice of the gained knowledge [2].

In the process of self-control one must take into account the objective and subjective data. The objective are the following: anthropometric indicators - height, body weight, circumferences; heart rate; indicators of strength; data of functional tests of cardiovascular, respiratory, nervous system, neuromuscular apparatus and test results. The subjective data include: health, appetite, mood, a sense of fatigue, the desire to exercise, attitude to recreational activities, sleep disturbances, feeling of working capacity etc.

As P. Yaremenko noted, the priority motives for physical training of students are promotion of health, improvement of the form of the body, achievement of high sports results, communication with friends and active rest [9].

When it comes to the motivation of students of higher educational institution for physical education as a specific kind of activity it is difficult to determine the type of motivation. As the external motivation is determined by physiological needs, human actions for promotion health after illness, diseases can be seen as an emergency response to physiological problem (the experience of pain) and, consequently, motivation in this case is external. The external motivation can also include such manifestations of the health care, as acquisition of the skills of hygiene, realization of secure moments under the control of parents at the first stages of the formation of habits (encouragement and punishment by parents); smoking cessation, inhibition of emotional explosion in order not to spoil relations with other if dismissal threatens for violation [10].

It is more difficult to determine the manifestations of internal motivation of the students for physical education. Implementation of any activity for its own sake, for the sake of the result, which is in the activity itself, therefore, the implementation of various actions to preserve and promote health at internal motivation provides their accomplishment with a feeling of joy, desire, pleasure, and for the support to health, well-being is characteristic for internal motivation. In this sense, the actions on preservation of health, when a man being healthy, implements actions in order to support their well-being and gets joy, pleasure from this process of self-care, will be truly internally motivated. At the same time one can see the extremes, when people «spun up» on their health, too disturbed about it, and make all only for the sake of health: daily measures the weight, calculate calories of the eaten food, constantly listens to the sensations of the body etc.

According to the theory of other authors (E. Deci, R. Ryan, V. Chirkov), internal motivation in preserving the health occurs if people implement certain actions to maintain their health, on the basis of their beliefs, feeling their competence in these

matters, even in the situations, when the healthcare interferes the pleasure. For example, refusal from the usual delicious food, smoking, long TV watching or exercise willpower to get up early, do exercises, take a contrast shower, control the growth of internal irritation while communicating with others etc. In these situations, the direct pleasure is missing, but all this a man can do for the sake of achievement of the other goals. There may be a pleasure of working on oneself to achieve the goal. There is individual sense in preserving the health. Health is considered as the foundation of a successful, full personal and professional life, this may be the meaning and purpose of healthcare.

Based on the analysis of existing approaches to the understanding of external and internal motivation we can offer the following typology of the motivation of students of higher educational institutions for physical education.

External motivation of students of higher educational institutions for physical education is the motivation under the influence of physiological needs and environmental stimulation (reward and punishment), when there is no inner desire to implement certain actions for the preservation of health.

The internal motivation of students of higher educational institutions for physical education is the motivation that has at its basis a pleasure from the process of taking care of one's health and well-being as a result of this care.

Internal personality-semantic motivation of students for physical education is the motivation of the healthcare for the sake of achieving certain goals and tasks.

While considering the individual characteristics of motivation there are distinguished styles of motivation. There are impulsive and manageable (reflexive-volitional) styles, which reflect the peculiarities of the motive formation. By the impulsive style situational trends are realized with minimal reflection, and by the reflexive-volitional - there is a detailed analysis of the possible ways of achieving goals [3].

The manifestation of these styles depends on peculiarities of external information in the motivation of students for physical education. In situations of emotional infection, imitation is often implemented through the impulsive style: actions of the reference person (group) may cause a desire to repeat them.

There can be other characteristics of motivation such as features of the formation of the act's condition (motive) based on one's capabilities, efforts or on the circumstances, case. This aspect of motivation was considered by J. Rotter in his concept about the external and internal locus of control. The man who is convinced that can influence on others and on own life, i.e., a person with an internal locus of control, will be more active. J. Rotter defined inner (internal) and outward (external) locus of control. Generalized expectations about life situations are formed in a person: they depend either upon the influence of external factors (external control), or upon the subject (internal control).

Among individual peculiarities of motivation there is also distinguished the motivation of achievement, which manifests in the formulation of new goals, in

striving for success in activity, striving for overcoming difficulties and achieving high self-esteem through the successful use of the abilities and talents. According to the theoretical concepts of the founders of the given direction of American psychologists D. McKlelland, D. Atkinson, this motive consists of two opposite motivational trends: striving for success and avoiding failure. A high level of motivation of achievements meant that the desire to succeed dominates in a man, and a low level of motivation testified the preference of desire to avoid the failure.

While the formation of students' motivation for physical education some authors distinguish such components as motivational shift, motivational switch, motivation conditioning, motivational fixation [3]. Motivational shift is understood as the shift of positive emotional experiences from the results to the process, the tools and intermediate operations. For example, sports is a means to improve appearance. Firstly, a man goes in for sports to improve appearance. Subsequently, getting certain results, pleasure from realized motives and requirements appear, and separate actions become attractive and can become self-reliant needs (pleasure from the process of activity) [6].

Motivational switch is a psychological mechanism of formation of motivation (interest) to the object through the transfer of energy to it from another object. This mechanism takes place, for example, in the collective campaign – it is not only promotion of health through physical activity, staying in nature, but the opportunity of pleasant communication with friends.

Motivational conditioning is the transfer of emotional (motivational) meaning to the new content, i.e. extension of experience to the new content. Positive or negative emotion, associated with a particular subject or content, gives it the appropriate emotional colouring and makes it more attractive. This mechanism can take place while forming positive habits to maintain the physical health of students. Taking into account the mechanism of conditioning, the supply of educational information concerning the preservation of health should be associated with the experience of the strong and repeating positive emotions.

Motivational fixation is the mechanism of motivation's development, which involves the instant acquisition and long-term preservation by people of motivational (emotional) meaning, they did not have before. V. Vilyunas emphasizes that this mechanism is associated with the ability of an emotional event to remain in the memory. Motivational fixation depends on the intensity and depth of emotions, on the type of emotions. Those things which cause suffering, fear and astonishment are most remembered.

B. Jasko gives the following classification of motives of students for physical education: focus on the process or result of activity -processual motives (interest, pleasure, and others), effective motives (expectation of reward, positive social consequences etc); according to the level of sustainability - situational (short), stable (long term, often multi-year); according to connection with the purposes of activity – substantial (directly linked to the goal), incentives (induce to activity, for example, financial incentives); according to the place in the system "Others-I" - individual

(motives of personal self-assertion), group (patriotism of all levels, the motives of fair competition etc); according to the dominant installation- motivation to achieve success (the predominance of motives of success, victory, even through risk, motivation of avoid failures) [8].

The following points can be considered the criteria of formation of motivation of students to maintain their physical health [5]:

- on the level of physical health: striving for physical perfection, attitude to own health as the highest social value, physical development, the overall physical ability, hardiness of body, observation of rational day regimen, the fulfillment of the requirements of personal hygiene, proper nutrition;

- on the level of mental health (psychological comfort): correspondence of cognitive activity to calendar age, maturity of arbitrary mental processes, the presence of self-regulation, adequate self-esteem, lack of accentuations of character and harmful behaviours;

- on the level of spiritual health: the consistency of universal and national moral and spiritual values, the presence of positive ideal, hard work, sense of beauty in life, nature, art;

- on the level of social health (social welfare): formed civil responsibility for the consequences of an unhealthy lifestyle, positively directed sociability, friendliness in relation to a man, ability to self-actualization, self-regulation, self-education.

Motivation for physical education performs various functions (incentive, directive, regulatory, meaning-making, stimulating), which are not specific. For the efficient formation of motivation of students for physical education it is necessary to rely on general psychological mechanisms of motivation's formation, among which there are the following: development of a sense of personal causation and therefore, internal motivation; formation of motivation of success as a form of internal motivation and, therefore, the incorporation of the objectives of the need to care about health as one of the conditions for success (the formation of the syndrome of achievements, formation of the desire and skills to set high, but reasonable targets, interpersonal support); finding the personal meaning in maintaining of physical health by a man to convert «well-known» motives into acting; motivational shift as the psychic mechanism of development of motivation; motivational switch; motivational conditions; motivational fixation.

The carried out theoretical analysis of researches on this problem has allowed defining such criteria of motivation for physical education of students of HEI.

Cognitive criterion manifests itself in a certain degree of awareness or competence of students in the field of health, knowledge of the main risk factors; understanding the role of physical education in ensuring the active and long life; provides a constant accumulation and systematization of the theoretical knowledge of the students of the university concerning sports and recreational activities.

Emotionally-value criterion---includes judgements, characterizing active-positive emotional attitude of students to the health-improvement activities, the

presence of personal motivation of university students for physical education and formation of system of values and needs of sports and recreational activities.

Behavioral criterion— involves the formation skills of sports and recreational activities in university students, the correspondence of the actions of students to the requirements of a healthy lifestyle.

Conclusions. Thus, the motivation for physical education of students in higher educational institutions can be defined as the system of internal driving forces, contributing into the systematic use by students in their lives the requirements of a healthy lifestyle (hardening, exercises, rational nutrition, hygiene, bad habits refusal and others) that requires from students long self negotiation of related difficulties, promote their self-reliance and perseverance and is considered to be a necessary condition of their health.

Motivation for sports and recreation activities is related to the personality-motivational embodiment by individuals of their social, psychological, physical abilities. Motivation of a person is a complex of motives: needs, motives, ideals, goals, values and attitudes. All these irritants are interconnected and organized in a system that determines the holistic human behavior and gives it focus. Motivation performs several functions: motivates human behavior, focuses it, gives it a personal meaning and significance.

According to the mentioned criteria there were defined levels, characterizing the degree of formedness of students' motivation for physical education: high, medium, low.

The high level of motivation of the students for physical training manifests itself in a high degree of awareness of students in the field of health, knowledge of the main risk factors, understanding of the role of physical education in ensuring the active and long life, it is defined by deep theoretical knowledge of sport-recreational activities; the presence of actively-positive emotional attitude to sport-recreational activities of students, a high level of motivation to sport-recreational activities, a high level of skills of sport-recreational activities, the correspondence of the actions of students to the requirements of a healthy lifestyle.

The average level of formation of students' motivation for physical education manifests itself in an average degree of awareness of students in the field of health, it is defined by the limited theoretical knowledge of students about sport-recreational activities and lack of systematization of the knowledge; the presence of changing emotional attitude to sport-recreational activities in students, the average level of personal motivation to sport-recreational activities, the average level of knowledge and skills of sport-recreational activities and in fragmentary (partial) leading by students of a healthy lifestyle.

The low level of students' motivation for self-extracurricular health activity manifests itself in the low degree of awareness of students in the field of health, it is defined by the lack of theoretical knowledge of students about sport-recreational activities; the presence passive emotional attitude of students to sport-recreational

activities, the low level of personal motivation to sport-recreational activities, low level of skills of sport-recreational activities and the inadequacy of the actions of students to the requirements of a healthy lifestyle.

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Хунов Ю.А.

ОРГАНІЗАЦІЙНІ ТА ЗМІСТОВНІ АСПЕКТИ ВИКЛАДАННЯ СУЧАСНОЇ СПОРТИВНОЇ ФАРМАКОЛОГІЇ ТА ФОРМУВАННЯ МОТИВАЦІЇ ДО ЗАНЯТЬ ФІЗИЧНОЮ КУЛЬТУРОЮ У СТУДЕНТІВ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ

У статті проаналізовано основні підходи щодо дослідження проблеми формування мотивації до занять фізичною культурою студентів вищих навчальних закладів. Надано визначення поняттям "мотивація", "здоров'я зберігаючі технології". Визначено основні типи здоров'я зберігаючих технологій. Розглянуто типології мотивів, стилі та типи мотивації до занять фізичною культурою. Визначено критерії та рівні сформованості мотивації до занять фізичною культурою у студентів ВНЗ. Показано, що формування у студентів мотивації до занять фізичною культурою ґрунтується на певних ідеологічних засадах, які включають пріоритетність цінності здоров'я у світоглядній системі цінностей людини; сприйняття здоров'я не тільки як стану відсутності захворювання або фізичних вад, а як стану повного благополуччя; ідею цілісного розуміння здоров'я як феномена, що невід'ємно поєднує його чотири сфери – фізичну, психічну, соціальну і духовну; ідею так званого "перерозподілу відповідальності" (мається на увазі, що контроль способу життя повинен здійснюватись і державою, і суспільством, і самою людиною). Констатовано, що формування у студентів мотивації до занять фізичною культурою можливо реалізувати лише за умови єдності трьох складових освіти – навчання, розвитку і виховання.

Ключові слова: внутрішня мотивація, здоровий спосіб життя, здоров'я зберігаючі технології, зовнішня мотивація, мотивація, самоконтроль, студенти ВНЗ, потреби, фізична культура.

Хунов Ю.А.

Организационные и содержательные аспекты преподавания современной спортивной фармакологии и формирования мотивации к занятиям физической культурой студентов высших учебных заведений

В статье проанализированы основные организационные и содержательные аспекты преподавания современной спортивной фармакологии и подходы к исследованию проблемы формирования мотивации к занятиям физической культурой студентов высших учебных заведений. Дано определение понятиям "мотивация", "здоровье сберегающие технологии". Определены основные типы здоровье сберегающих технологий. Рассмотрены типологии мотивов, стили и типы мотивации к занятиям физической культурой. Определены критерии и уровни сформированности мотивации к занятиям физической культурой у студентов вузов.

Ключевые слова: внутренняя мотивация, здоровый образ жизни, здоровье сберегающие технологии, внешняя мотивация, мотивация, самоконтроль, студенты вузов, потребности, физическая культура.

Хунов Юрій Айдамирович – доктор медичних наук, професор, професор кафедри здоров'я людини і фізичного виховання Східноукраїнського національного університету імені Володимира Даля, м. Сєвєродонецьк.

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Labeznaya L.P.

COPING RESOURCES PERSON IN THE STRUCTURE OF ITS ADAPTIVE BEHAVIOR

This article analyzes the coping resources of the individual in the process of adaptation to difficult life situations. The analysis of research on coping behavior and psychological defense mechanisms. We consider personal resources (self-concept, internal locus of control, resources cognition, affiliation, empathy, a person's attitude toward life, death, love, faith, spirituality, motivational personality structure of values) and the resources of the social environment. It is shown that to coping resources include personality characteristics and social environments that enhance human resistance to stress. This personality structure, which helps the individual to cope with threatening circumstances that facilitate adaptation - personal energy capacity needed to solve a specific problem. Opened value for the adaptive behavior of the person these kinds of coping resources, both physical (health, stamina, etc.), mental (beliefs, self-esteem, locus of control, morality, etc.), Social (individual social networks and other social and support system).

Key words: coping, coping strategies, coping resources, psychological defense mechanisms, coping behavior, adaptive behavior.