

## GENDER DIFFERENCES IN RELATION OF STUDENTS TO SPORTS ACTIVITY

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**Annotation.** The problem of gender approach in the modern physical education in schools is considered. The experiment was conducted with students of 5-11 grades of secondary schools in the city of Poltava in the amount of 419 people. By the experiment, the students were involved in I-year students (35 girls and 16 boys). It is noted that for the normal socialization are important sex and gender roles. They are associated with the awareness itself as the representative of a particular sex with the norms of behavior, characteristic of members of this sex. Show the direction of consideration for the interests, motivations, values in the process of physical education. Found that to attract students to the sports activity requires consideration of the physiological and morphological and functional characteristics of the individual through the process of gender mainstreaming in the school system.

**Key words:** gender, gender differences, physical education, sports, schoolchildren.

### Introduction

As on to day there exists steady trend to worsening of comprehensive educational establishments' pupils' health. And one of morbidity reasons is system of school education itself, in particular those aspects of educational activity, which result in overstrain of nervous system and do not create proper conditions for formation of vital value orientations, self-cognition, self-perfection and self-realization of pupils.

In this connection possibility of more effective pupils' physical development is regarded. It requires systemic approach, an integral component of which should be gender approach, that will give pupils opportunity for self-realization with their intrinsic individual features, ensuring successful socialization and forming certain strategy of pupils' involving in physical culture trainings [5].

Recent years a lot of scientific and methodic works in the field of physical culture and sports has been published. Distinctions in manifestation of pupils' motives and interests in field of physical culture and sports are elucidated in works by T.Yu. Krutsevych, N.V. Moskalenko, G.V. Bezverkhia, N.M. Kunashenko. Problems of gender education were dealt with such scientists as O.L. Zdravomyslova, A.S. Mosaliyova, L.V. Popova, I.V. Yevstignieyeva and other scientists.

Analysis of rather limited publications devoted to gender approach to process of pupils' physical education, showed that they, mainly, concern consideration of sex in physical culture trainings and formation of interests and motives to physical culture exercises that proves insufficient level of studying of gender approach to physical education.

The present research was carried out in the frames of scientific-research work, approved by Ministry of education and science, youth and sports of Ukraine. Code 3.1 "Improvement off program-normative principles of physical education" №01110001733 UDK/7/DB/077.5.

### Purpose, tasks of the work, material and methods

*The purpose of the work* is determination of gender distinctions in pupils' attitude to physical culture trainings and sports.

For solution of the marked tasks we used the following *methods of research*: theoretical analysis and generalization of scientific-methodic literature data, questioning, mathematical-statistic processing of the results.

### Results of the research and discussion of them

419 pupils participated in the research (206 boys and 213 girls) of comprehensive schools No/No 13 and 14 of Poltava as well as 1<sup>st</sup> year students (35 girls and 16 boys) of HEE Ukrkoopspilka "Poltava university of economics and commerce". In order to find gender distinctions in pupils' attitude to physical culture trainings and sports we carried out questioning of respondents. For determination of age dynamics in pupils' attitude to physical culture and sport trainings, first research was fulfilled among pupils, who study at 5-11 forms and the –among 1<sup>st</sup> year students.

The question "Do you go in for any kind of sports?" was answered positively by 5 form boys (see fig.1).

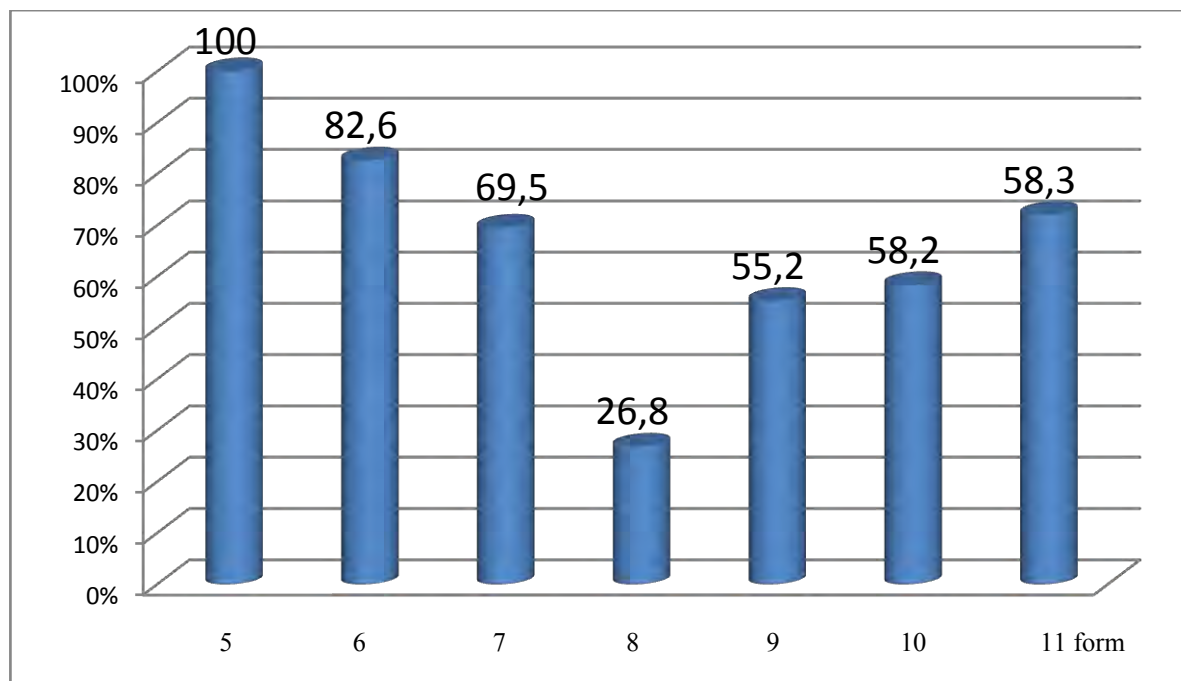


Fig.1. Indicators of 5-11 forms pupils' activity in systemic physical culture-sports trainings (boys)

They practice such kinds of sports as football, basketball, volleyball, swimming and wrestling. Already in 6<sup>th</sup> form 82.6% of boys go in for sports. Again, as per rating football is on the first place, swimming - on the 2<sup>nd</sup>, further – basketball and wrestling. Among 7<sup>th</sup> form school boys, only 69.5% of the questioned practice sports. Other boys do not go in for sports by different reasons, but have desire to attend sport circles of football, wrestling and winter kinds of sports. Concerning pupils of 8<sup>th</sup> form, only 26.6% of the questioned go in for different kinds of sports.

As we see from 5<sup>th</sup> to 8<sup>th</sup> forms the quantity of pupils, who practice sports in out-of class time, reduces. It is very negative trend, because among tasks, which are to be solved by comprehensive school as on to day, formation of physical culture values, conscious attitude to health related physical culture and sport activity as to mean of health preservation and strengthening, become still more actualized.

Analyzing answers of 9-11<sup>th</sup> school boys we can state positive dynamics, concerning health related physical culture activity. 9<sup>th</sup> form – 55. 2%, 10<sup>th</sup> – 58. 3%, 11<sup>th</sup> – 72%. Such dynamics can be explained by the fact that in early youth age (15-17 years old) definite relations with surrounding world are formed. School age is rather sensitive for formation of value orientations [9]. Demand of senior pupils in self-development, self-perfection and self-realization becomes actual, and it is an indicator of personality's maturity and, at the same time, a condition of its achievement [6]. That is why, starting or continuing sport activity in this age, they become more motivated, single-minded, because 15-17 years old pupils already understand the purpose of their actions and correlation with motives of physical self-perfection.

After analyzing of girls' answers to questions we have the following results (see fig.2). 75% of 5<sup>th</sup> form school girls go in for sports in out-of-class time. They are the following kinds of sports: swimming, volleyball, and sport dances. But from 25% of girls, who do not attend sport circles, 17% have desire to attend them. In most cases they prefer fitness trainings. For 6<sup>th</sup> form school girls percentage of those, who go in for sports, was 70.5%, and for 7<sup>th</sup> form – 33.3%. Thus, from 5<sup>th</sup> to 7<sup>th</sup> forms girls also show negative trend, concerning attendance of health related physical training in out-of-class time. From 5<sup>th</sup> form to 7<sup>th</sup> quantity of girls, who show no interest to sports< sharply increases. We can note that from 8<sup>th</sup> form percentage of girls, practicing physical activity in out-of-class time increases up to 42%. And further positive dynamics is noticeable. In 11<sup>th</sup> form 53% of girls practice health-related physical exercises in out-of-classes' time. They practice mainly outdoor games and different kinds of fitness. In spite of positive dynamics of pupils' (girls and boys) sport activity, there remains still high percentage of those, who are indifferent to health related physical activity

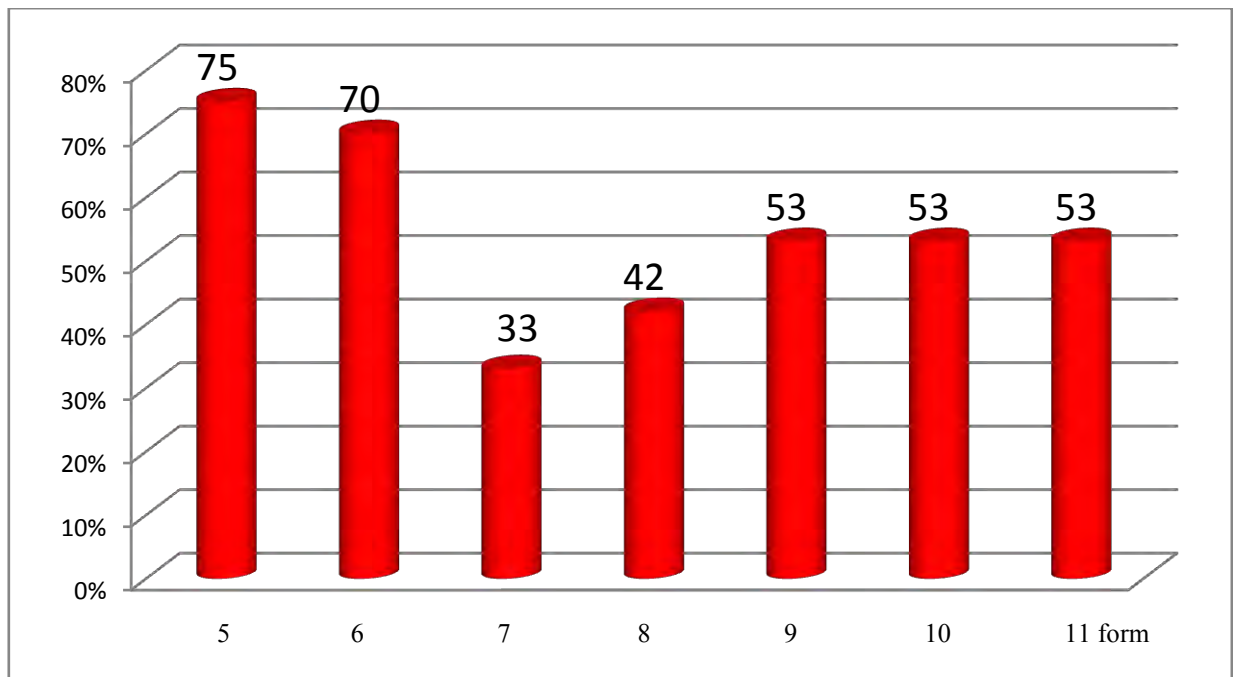


Fig.2. Indicators of 5-11 forms pupils' activity in systemic physical culture-sports trainings (girls)

In order to understand the reasons of teenagers' not wishing to go in for sports, we put question: "Name reasons, which prevent you from practicing sports or physical culture?" The respondents' answers were as follows.

Boys of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> forms named as main reason, which prevent them from practicing physical activity, the following: "absence of health-related physical culture groups, which would be interesting for me". Girls of the same age prefer the following answers: "deficit of time", "parents have no possibility to pay for trainings", "have no friends, with whom I could attend trainings". Girls starting from 8<sup>th</sup> form named the main reason, preventing them from physical trainings, "deficit of time" (50-86%).

Analyzing respondents' answers we can assume that children have no proper motivation for practicing sports, values in sphere of physical culture are not formed and answer "deficit of time" is only lame excuse.

Besides, it was found that boys and girls have different attitude to physical culture lessons. As per our data boys are oftener satisfied with physical culture lessons than girls (see fig. 3).

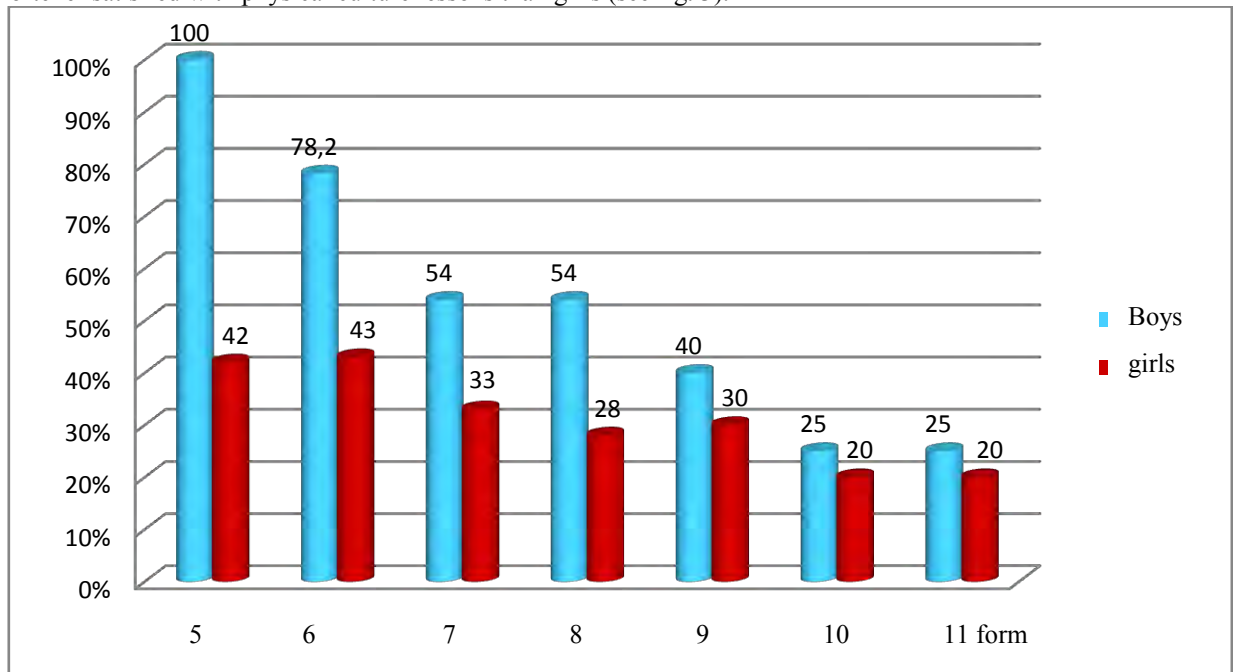


Fig.3 Indicators of 5-11<sup>th</sup> forms pupils' satisfaction with physical culture lessons

We can state the fact of negative dynamics in pupils' attitude to physical culture lessons. Interest in lessons of 5<sup>th</sup> form pupils - 100%, 6<sup>th</sup> - 78.2%, 7<sup>th</sup> and 8<sup>th</sup> - 54%. Senior pupils manifested very low interest in physical culture lessons, but percentage of those, who attend sport circles in out-of-classes' time increases to some extent. It witnesses

about presence of pupils' demand in self-perfection. But boys do not think it possible to realize at physical culture lessons. That is why they chose physical training in out-of-classes' time.

Percentage of girls, satisfied with physical culture lessons, is much lower than boys'. 42 – 43% of 5<sup>th</sup> and 6<sup>th</sup> forms school girls are satisfied with these lessons. Only 33% and 28% of 7<sup>th</sup> and 8<sup>th</sup> forms school girls are satisfied with physical culture lessons. As per the data of our questioning it was determined that very low percentage of senior school girls are satisfied with physical culture lessons.

By results of questioning some gender distinctions in motives, stimulating pupils to attend physical culture lessons, were revealed. If in 5<sup>th</sup> and 6<sup>th</sup> forms boys like physical culture lessons, at which they wish to train their will qualities, improve physical condition and motion abilities (100% of boys), then, in 7<sup>th</sup> and 8<sup>th</sup> forms percentage of answers "not to have debts in this subject" increased. With it, boys understand physical culture lessons as development of physical qualities and girls – as improvement of figure. Scientists have established that in spite of significance of physical education in process of harmonious personality's development, in school practice (in most cases, not considering experimental classes) physical culture lessons are considered, unfortunately, something of secondary importance, something that can be ignored [8, 10]. These data were proved in our research as well.

There are several reasons of this. But main of them – is absence of orientation on psychological components of personality's development. We think that social sex substantially influence on pupils activity, on their attitude to health-related physical culture activity. With planning of physical culture trainings consideration of pupils' gender specificities increases chance for formation of motivation to physical culture-sports activity. The obtained data coincide with foreign researches and reflect world trends. For example, as per the data of Z. Drozdovsky (1999) quantity of persons, who practice sports, was higher among men than among women independent on age. Girls much oftener refer to deficit if free time, while boys oftener point at absence of interesting sport circles [4].

### Conclusions

As a result of studying and theoretical analysis of sociological and psychological-pedagogical literature, as per analysis of our research's results, which concern pupils' gender distinctions in their attitude to health-related physical culture activity, it has become clear that for formation of certain strategy of pupils' involving in systemic physical culture trainings, formation of their attitude to motion activity, it is necessary to consider not only physiological, morpho-functional qualities of pupils, but also gender distinctions. For this purpose it is necessary to study interests, motives, value orientations in sphere of physical culture, implementing gender approach to process of school physical education.

Further researches will be devoted to determination of gender distinctions of consuming-motivation sphere of boys and girls of different age categories and to influence of gender identity on formation of pupils' value orientations.

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