

## SUBMISSIONS AND FUTURE TEACHERS' ASSOCIATION REGARDING THE BASIC CONCEPTS OF THE SPHERE OF PHYSICAL CULTURE AND SPORTS

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**Annotation.** The aim of the work is to determine the characteristics of concepts and associations in relation to the basic concepts of the sphere of physical culture and sports in the future teachers of physical culture. In a questionnaire survey was conducted among 323 students (203 girls and 120 boys aged 17 to 23 years). The possibilities of the formation of students' motives for self-improvement and professional sports and recreational activities. Shows the structure of the students' ideas about the main sphere of physical culture and sports. It was determined that the structure of the students' characterized by a broad spectrum. Found that 14 - 22% of the students physical education is associated with the learning object. Indicator definitions of physical exercise as a form of organization of movements in students of all courses is increasing from 24.4% in the first year to 27.1% in the fourth. Almost half of the respondents believe that training - this kind of activity. Found that a significant number of students do not have a clear understanding of the basic concepts of the theory of physical education.

**Keywords:** students, physical education, theoretical knowledge, imagination, a teacher.

### Introduction

Mastering of theoretical and methodic knowledge are rather important factors of formation of professional skillfulness of future physical culture teacher-instructor. It is confirmed by results of researches of T.Yu. Krutsevych [3], K.Hardman [7, 8] and by a number of foreign authors [6, 9, 10]. Efficiency of training specialists in physical education to large extent depends on formation of their specific world vision and physical culture thesaurus (from Greek thesauros – “storage”), that would be based on information-knowledge paradigm, where conceptual apparatus is the base (forms basic relations) of educational activity. In researches of A.A. Nikitina [5] thesaurus is regarded as a mean of orientation of students in learning-educational process of physical culture; as a result of mastering of educational material by them and as an instrument of physical culture-educational environment's designing. But, alongside with it, the problem of higher educational establishments' students awareness of physical culture and sports sphere has been weakly elucidated in literature, though concerning senior school pupils, it was studied in some works by N.G. Dolbysheva [2].

Nowadays study of world vision and sense sphere of personality are recognized as the most promising directions in psychology [4]. With it world vision is regarded as the component of mode of life, which is composed of ideas about most general connections and laws, which are characteristic for objects and phenomena of reality and human activity. In connection with it the problem of research of integral world vision complex's formation, which would be based on axiological and thesaurus approaches to physical culture trainings, becomes especially important.

Considering the above said, determination of ideas and associations concerning main concepts of physical culture and sports' sphere, as main factors of world vision formation of future physical culture instructors, is rather urgent.

The present studies has been fulfilled in compliance with plan of scientific & research work of SumSPU, named after A.S. Makarenko, Ministry of education and science of Ukraine for 2007-2011 as per subject “Optimizing of teaching and education process of different population's groups by means of physical culture”, approved by department of state registration of Ukraine institute of scientific & technical information in Kyiv (state registration number 0107U002255).

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

*The purpose of the research* is to determine peculiarities of associations and ideas of future physical culture instructors concerning main concepts of physical culture and sports sphere.

The methods of the research:

1. Analysis of scientific-methodic literature.
2. Questioning (method of unfinished sentences).

### *Organization of the research*

The researches were carried out on the base: Sumy state pedagogical university, named after A.S. Makarenko and Glukhov national pedagogic university, named after Oleksandr Dovzhenko. In order to find out associations and ideas of future physical culture instructors concerning main concepts of physical culture and sports sphere, we questioned 383 respondents of HEEs of Sumskaya region: of Sumy state pedagogical university, named after A.S. Makarenko (n = 232), of Glukhov national pedagogic university, named after Oleksandr Dovzhenko (n = 151). Questioning was conducted among the students of institutes and faculties of physical culture.

### Results of the researches

In order to determine students' ideas about mentioned problems we composed questionnaire by method of unfinished sentences [1], which contained 57 questions, divided by their sense in to four blocks of questions: theoretical (“Physical education is ...”, “Physical exercise is ...”, “training is ...”, and etc.), questions of methodic character (“For

development of strength it is necessary ...”, “For development of endurance it is necessary ...”, “For restoration after physical loads I ...”, and so on), questions of axiological orientation and questions about healthy mode of life.

The structure of students’ ideas about terms, which are connected with physical culture, is shown in table 1: 17,0 % of first year students, 24,6 % - of second year 29,3 % - of third year and 32,3 % of fourth year students regard physical education as educational process that undoubtedly is correct. Within 13-16% there is quantity of respondents’ answers, which imply that physical education is associated with academic subject or discipline, excluding only second year students (see table 1).

Physical education is understood as physical development by 10,7 % of the questioned first year students, by 6,3 % - of second year students, by 5,2 % - of third year and by 5,3 % of fourth year students. Physical education as educational process is associated by ten-eleven percents of first and second year students. About 16% of third and fourth year students also regard physical education as educational process. Category “Complex of physical exercises and measures” was chosen by 15.7% of first year students, 10.9% of second year, 13,8 % - of third and 14,2 % of fourth year students. In our opinion rather significant percentage of students regard physical education in such narrow aspect.

Table 1

*Students’ ideas about physical education*

Associations and ideas	Physical education			
	Years of study			
	I	II	III	IV
“Educational process”	17,0%	24,6 %	29,3 %	32,3 %
“Academic subject, discipline”	14,8 %	21,7 %	13,8 %	15,3 %
“Physical development”	10,7 %	6,3 %	5,2 %	5,3 %
“Education”	9,3 %	10,9 %	16,1 %	16,2 %
“Complex of physical exercises, measures”	15 %	10,9 %	13,8 %	14,2 %
Other	15,7 %	9,1 %	13,8 %	13,4 %
It was difficult to answer	17,5 %	16,5 %	8 %	3,3 %

It should also be noted that for nearly seventeen percents of questioned first and second year students it was difficult to answer that is a negative factor. For the fourth year students this indicator is approximately five times lower – up to 3.3%.

Information, presented in table 2, witnesses that 14,7 – 16,9% of all questioned students have general ideas about development of human power qualities. This indicators is rather steady with analysis of answers both of first year students and of second, third and fourth year students, excluding discrepancies within 2,1 %.

Table 2

*Students’ ideas about development of power qualities*

Associations and ideas	Development of power			
	Years of study			
	I	II	III	IV
“General ideas about development”	14,7 %	15,4 %	16,1 %	16,9 %
“Means of development”	9,3%	12,6 %	18,8 %	21,7 %
“Methodic knowledge”	27,5 %	30,9 %	35,1%	42,4 %
“Specificities of studying”	3,9 %	2,9 %	4,6 %	4,1 %
“Psychological peculiarities”	19,6%	16,1 %	9,2 %	6 %
Other	11,2 %	9,1 %	11,5 %	7,1 %
It was difficult to answer	13,8 %	13 %	4,7 %	3,8 %

It was difficult to answer for 14,8 % of first year questioned students, 12 % - of second year students 9,7 % - of third year and 8,8 % - of fourth year students. Besides, 27,5 % of first year students think that the basis of strength’s development is methodic knowledge and the quantity of students, who think so, increases at fourth year of study up to 42,4 %.

It should be noted that 19,6 % of first year students think that exactly psychological peculiarities are main conditions of development of strength, among second year students 16,1 %, among third year students - 9,2 %, and 6 %

of fourth year students divide this opinion. The quantity of students, who think that for development of strength it is necessary to have appropriate means and conditions, also increases. At first year of study 9,3 % think so, 12,6 % - at second 13,8 % - at third and 16,7 % -at fourth year of study. As we can see in table 2 the quantity of students, who think that specificities of studying influence on development of human power qualities, varies within 3–5 percents. The same trend was also observed concerning ideas about development of other human motion abilities, in particular, endurance, coordination and quickness.

#### Summary

1. The structure of students' ideas about terms, connected with physical culture, has rather wide spectrum. 14 – 22 % of the questioned associate physical education with academic subject. Indicator, that determines physical exercise as a form of motion's organization increases from 24.4% at first year of study to 27.1% at fourth year of study for all students. Nearly half of respondents consider that training is a kind of activity. Also the fact, that significant quantity of students has no clear idea about main concepts of physical education theory, attracts attention.

2. About 13–16 % of all questioned students have only general ideas about development of human power qualities, endurance and flexibility. The quantity of questioned students' who think that for development of physical qualities it is necessary to have "methodic knowledge", varies within 20–40%. Percentage of students, for whom it was difficult to answer the questions, varies within 18–20%. Only third year students faced no difficulties in answering questions about development of endurance and other motion qualities, while all second year students answered only question "For development of flexibility it is necessary ...", that is explained by the fact that they only started mastering of special theoretic disciplines.

The prospects of further researches imply development and implementation in the process of future physical culture instructors' preparation innovative technologies of mastering of theoretical knowledge, which are based on profound studying of essence of basic concepts of physical culture and development of students' associative thinking.

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