

## EXAMINATION OF THE CONCEPT AND IMPLEMENTATION OF THE PROGRAMS INDIVIDUALLY ORIENTED PHYSICAL EDUCATION STUDENTS

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**Annotation.** The aim of the work is the examination of concepts and programs for student-centered physical education students. The experiment included 20 experts. It is shown that the existing approach to training in "Physical Education" in higher educational establishments of sports profile do not solve the problems of improving the quality of training of future specialists. It is proved that the model of personality-oriented physical education has obvious advantages. Substantiated scientific and methodical conditions improving the training of future specialists of physical education for a healthy way of life. The level of the developed concepts and programs individually oriented physical education has allowed experts to make a competent judgment on the benefits of this approach.

**Keywords:** peer review, concepts, programs, personal, physical education teachers.

### Introduction

In modern science methods and techniques of heuristic prognostication are used alongside with mathematical-statistical methods. Application of such more complicated and efficient apparatus in prognostication is justified and conditioned by insufficiency or absence of initial information about object of prognostication and by high level of indeterminacy of practical implementation's aftereffects of developed conceptions, programs and models [3, 4].

To full extent it concerns pedagogical projects, in which pupils and students are involved and this increases requirements to the projects' quality, to preliminary objective evaluation of their consequences [1, 2, 5-10]. Exactly owing to this fact, we applied expert method of prognostication of possible results. In the base of this method there are knowledge and experience of experts, who were highly qualified specialists in the field of physical education [7].

Main idea of building of students' personality oriented physical education in university is reduced to creation of conditions, permitting for students, being in HEE educational process, to form personal qualities and competences, which would help active specialist to maintain psycho-physical qualities, workability and health, independent on his profile of specialization.

An important task of mastering, both by students of the university, in which pilot testing of the offered system of personality oriented physical education was suggested to be conducted and by the students of HEE, which was included in improvement of future physical education specialists' professional preparation to formation of students' healthy life style process, was rising of quality of these processes' monitoring. The content of monitoring processes of mastering of the offered innovations in the field of students' physical education's improvement is activity of its subjects directed to changes of characteristics of the objects of control.

The subjects of students' physical education improvement in university conditions, where personality oriented system of physical education is tested are as follows:

- scientific-pedagogical staff of Donetsk national university, where it is suggested to experimentally build the system of students' personality oriented physical education;
- department of physical education and sports of DonNU;
- physical education instructors of Chernigov national pedagogical university (ChNPU), which was included in the process of improvement of future physical education specialists' professional preparation to formation of students' healthy life style;
- students of DonNU, in which testing of the offered system of students' personality oriented physical education is to be carried out;
- students of ChNPU physical education faculty, where offers on improvement of future physical education specialists' professional preparation to formation of students' healthy life style were realized.

General procedure of works on creation and testing of system of students' personality oriented physical education with the center- sub-system of non-professional physical culture students' education – was determined in the following way.

The research, oriented on development of theoretical and methodical principles of students' personality oriented physical education, was carried out on the base of Donetsk national university (DonHU), Zaporozhye national technical university (ZNTU) and National mining university in Dnepropetrovsk (NMU). The researches also were conducted on physical education faculty of Chernigov national pedagogical university (ChNPU).

The first stage: formation of theoretical basis of the process of physical education system in university's conditions in the form of a model of students' personality oriented physical education system's building as description of required for this purpose knowledge, including its expertise.

The second stage: determination of content and pedagogical technologies of non-professional physical culture education for their further application in conditions of university. Development and expertise of model of professional physical education specialists' preparation, the specialists, who would be ready to implement the system of personality oriented non-professional physical education.

The third stage: practical realization of model of students' personality oriented physical education system's building at DonNU and model of professional physical education specialists' preparation, the specialists, who would be ready to implement the system of personality oriented non-professional physical education at ChNPU. The study of them and checking of their efficiency.

Common peculiarity of expert methods, the essence of whose application in our research is described in the present article, is determined by the fact that practically all procedure, except separate stages of statistical analysis of questioning results, is very difficult to be formalized. In this connection, in comparison with other methods expert ones are characterized by higher level of subjectivity, which is explained by both: intuitive character of prognosticated information, received from experts, and inevitable subjective elements in the procedure itself [7, pg. 4].

We chose expertise procedure, in which collective expert evaluation was fulfilled by method of questioning, which corresponded to commonly accepted rules [7, pg. 7-8].

The work has been fulfilled as per plan of scientific & research works of Donets national university.

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

*The purpose of the research* is determination of generalized specialists' (experts') collective opinion about quality of conception and programs of students' personality oriented physical education at Donetsk national university as well as evaluation of model of future physical education instructors, educational activity's improvement (at present – students of ChNPU).

*The tasks:*

1. To study situation with healthy life style, appropriate knowledge and skills prevalence among universities' students as well as acquiring of first practical experience of controlling own health by them.
2. To create scientifically grounded model of building of personality oriented students' physical education system in university's conditions on the base of available theoretical works and innovative pedagogical technologies in the field of HEE "Physical education".
3. To ground scientific and methodic conditions of improvement of future physical education specialists' professional preparation to formation of students' healthy life style in compliance with the developed model of personality oriented physical education.
4. To conduct experts' evaluation, which is necessary for objective estimation of project offers of building of students' personality oriented physical education system in university's condition.

*The object of the research* is the process of students' physical system's improvement at universities.

*The subject of main research* is the system of students' personality oriented physical education in university's conditions.

*The methods and organization of the research*

The following procedure of expertise has been determined.

The first stage of experts' prognostication: specification and analysis of task for prognosis (characteristic of prognostication's object, possibility of using available "basic" information about Conception and programs by experts, time terms of prognostication). As a result the procedure of prognostication was determined.

The second stage: organizational and methodic preparation of prognosis research (form of work with experts was determined, methodic provision – program of questioning, questionnaire and way of experts' selection as well as methodic of questioning results' processing were developed).

The third stage: selection of experts, considering the chosen methodic, as well as formal procedures of their competence and quantity's evaluation.

The fourth stage: fulfillment of experts; prognosis researches (direct work with experts as per previously established procedures).

The fifth stage: processing and analysis of prognostications' results and working out of recommendations, based on them (i.e. directly prognosis).

For expertise the group of the questioned specialists was formed considering the experts' competence (see table 1).

**Results of the researches**

For participation in expertise the delegates of 3<sup>rd</sup> International scientific-practical conference "Health and education: problems and prospects" (Donetsk, 2012) were attracted. In offered questionnaire potential expert evaluated himself in points. Then the sum of points was divided by 10, i.e. maximal possible mark of competence was determined that permitted to obtain coefficient of competence  $K_{com}$ , which characterized the level of all group's compliance with the highest requirements (20 persons of selected experts, who proved their competences).

Table 1

*Scale of experts' self evaluation of their competences*

Scale levels	Points of self evaluation
Expert is not familiar with the situation of physical education at higher school	0
Expert is weakly familiar with the problem (this problem is out of his scientific-pedagogic interests)	1, 2, 3
Expert's knowledge of the problem is satisfactory (the problem is closely connected with	

narrow specialization of the expert)	4, 5, 6
Expert's knowledge of the problem is good (he take practical participation in solving of the problem owing to his production activity)	7, 8, 9
The problem is a part of narrow expert's specialization	10

After calculations it was established that coefficient of competence of group  $K_{com}$  was 9,83, that witnesses about high competence of the questioned specialists.

Besides, for objective evaluation of specialists' competence we used additionally coefficient of expert judgments' validity.

This coefficient considers the structure of arguments, which were the base of expert's judgment. It was determined by the sum of values, which were marked by expert in cells of table with the scale of evaluation of argumentation sources (see table 2).

With using of coefficient of expert judgments' validity it was considered the following:

- validity coefficient  $K_v$  shall not exceed 1;
- $K_v = 1$  corresponds to high degree of influence of all argumentation sources on expert's opinion;  $K_v = 0.8$  – middle level of influence;  $K_v = 0.5$  – low level of influence;
- $K_v$  reduces with transition from “scientific pedagogical experience” to “theoretical analysis” and from the latter to other sources of argumentation [7, pg.22].

Table 2

*Criteria of competence's evaluation by coefficient of expert judgments' validity*

Sources of argumentation, which influence on opinion of expert	Level of source's influence		
	High	Middle	Low
Scientific pedagogical experience	0.5	0.4	0.2
The fulfilled theoretical analysis	0.3	0.2	0.1
Generalization of works of domestic authors	0.05	0.04	0.03
Generalization of works of foreign authors	0.05	0.04	0.03
Personal experience of foreign situation with the problem	0.05	0.04	0.03
Intuition	0.05	0.04	0.03

After calculation of validity coefficient for all 20 participants of expert group it turned out to be 9.75.

As additional important characteristics of an expert we considered scientific degree, scientific status, position and period of scientific-pedagogical activity (all experts were doctors, candidates of science, professors and associate professors).

The experts evaluated different aspects of Conception and programs of implementation of students' personality oriented physical education at DonNU by scale from 1 to 5 points, which were interpreted as follows:

5 points – the item has been developed, considering achievements of science and practice to full extent (excellent);

4 – points – the item has been developed, mainly, to full extent (good);

3 – points – the item has been developed satisfactory; 2 – points – the item has been developed bad;

1 – points – the item has been developed, very bad.

After processing of the received from 20 experts questionnaires, we calculated answers to all 12 questions (see table 3).

From the data, presented in table 3, we can see that the highest marks (by 4.95 points) were put to such important items as: “To what extent the programs' content and realization mechanisms of the developed conception will permit provision of efficient students' personality oriented physical education at DonNU?” and “To what extent achievement of the expected social effect from realization of conception and the program of students' personality oriented physical education at DonNU and HLS spreading is possible?”

4.85 points were received by questions: “Is it possible to achieve the expected results of personality oriented students' physical education, mentioned in conception” and “ To what extent the offered organization and management of the chosen forms of realization of conception and the programs of students' personality oriented physical education is efficient at DonNU?” 4.80 points were received by questions: “To what degree (in what scope) main ideas of the conception reflect the essence of the presented conception and programs?”, “How clearly principles of university administration and social organizations on formation of students' life style, are reflected?” and “How objectively the stipulated evaluation of HLS efficiency, in the course of students personality oriented physical education, will reflect the results of realization of the offered for estimation conception and programs?”

Table 3

*Generalized data of experts' estimation of the questions from questionnaires*

Nos.	Questions	Mean value
1.	To what degree (in what scope) main ideas of the conception reflect the essence of the presented conception and programs	4.80

2.	How clearly the urgency of the developed conception is described	4.75
3.	How clearly principles of university administration and social organizations on formation of students' life style, are reflected	4.80
4.	How clearly purpose, tasks and principles of DonNU students' healthy life style's formation are formulated?	4.75
5.	To what extent adequately and completely the technologies of personality's physical culture formation are defined	4.75
6.	To what extent peculiarities of HLS technologies' application are considered in the course or personality oriented physical education	4.70
7.	Is it possible to achieve the mentioned in concept expected results of personality oriented physical education	4.85
8.	How objectively the stipulated estimation of HLS formation's efficiency in the course of personality oriented physical education will reflect the results of realization of the offered conception and programs	4.80
9.	To what extent main directions, mechanisms and forms of realization of Program of students' personality oriented physical education's and HLS's implementation are efficient	4.75
10.	To what extent the content of program and mechanisms of the developed conception's realization will permit to ensure implementation of DonNU students' personality oriented physical education	4.95
11.	To what extent the offered organization and management of the chosen forms of conception's and DonNU students' personality oriented physical education's implementation	4.85
12.	To what extent achievement of the expected social effect from realization of conception and the program of students' personality oriented physical education at DonNU and HLS spreading is possible?	4.95

Thus, 7 from 12 estimated by experts items, which fully covered the sense of conception and programs of formation of students' personality oriented physical education's practice, received from 4.95 to 4.80 points and the lowest mark, 4.70, was put to item "To what extent peculiarities of HLS technologies' application are considered in the course or personality oriented physical education?"

As it can be seen, all items of conception and programs of personality oriented physical education received marks that witness, that they were developed with consideration of science and practice's achievements in the field of students' physical education to full extent.

So, we can conclude that experts' evaluation of fulfillment of valid forming pedagogical experiment in DonNU conditions.

Before starting of pedagogical experiment on improvement of future physical education instructors (at that time, the students of physical education faculty of Chernigov national pedagogical university) we consider it to be necessary to carry out experts' evaluation of the developed model of future teachers' professional preparation's (for them to realize personality oriented physical education) improvement. The model implied:

- introduction of optional academic disciplines "Pedagogic anthropology", "Personality oriented physical education of students" and creative valeology" in curriculum of students' professional preparation at "magister" level;
- in the course of these disciplines' teaching, reading of problem lectures and conducting of discussions as available for higher school workers and efficient means of educational process's activation;
- application of specially prepared by us manual "Personality oriented physical education of university's students" in educational process and in independent students' work;
- using of creative and research levels of material's mastering as a desired bench mark.

Table 4

*Generalized results of questioning*

Questions	Experts' answers		
	Yes	No	Difficult to answer
1. Does preparation of future physical education instructors, at physical education faculties inclusive, require considering that they shall realize personality oriented physical education, besides traditional, also new, additional knowledge, skills and abilities?	20/100%	-	-
2. Is there important for future physical education instructors new, additional information in academic	18/90%	-	2/10%

disciplines “Pedagogic anthropology”, “Personality oriented physical education” and “Creative valeology”, in which the content of these disciplines is presented as separate blocks?			
3. Is it possible to consider that the content of academic program of every below mentioned disciplines is presented at sufficient novelty, completeness and integral levels?	18/90%	-	2/10%
3.1. Programs “Pedagogic anthropology”			
3.2. Programs “Personality oriented physical education”	17/85%	1/5%	1/5%
3.3. Programs “Creative valeology”	18/90%	-	2/10%
4. If you consider necessary to specify or supplement the content of the mentioned above academic programs, enter your offers	No experts’ offers were submitted in response to this question		
5. Is it possible to think that content of manual “Personality oriented physical education of universities’ students will help future specialists to realize personality oriented physical education of students at sufficiently complete, new and integral level?	15/75%	-	5/25%
6. Summarizing: is the following evaluation possible: introduction in curriculum by specialties 7.010201 and 8.010201	19/95%	-	1/5%
“Physical education” of disciplines (by choice of HEE) “Pedagogical anthropology, “Personality oriented physical education” and “Creative valeology”, as well as using of manual “Personality oriented physical education of universities’ students” in academic process will ensure such level of future teachers preparation, which will permit them to successfully implement personality oriented physical education of students?			

Generalized results of questioning are presented in table 4. As it can be seen from the data in the table experts evaluated the offered model of improvement of physical education instructors’ preparation rather high.

For questioning of 20 experts – delegates of 5<sup>th</sup> International scientific conference in the memory of Anatoliy Mykhaylovich Laputin (Chernigov, 2012) we used specially prepared questionnaire.

All questions were answered positively within the range of marks from maximal 20 points to 15 points (the fifth question). Only one negative answer “No” was given to question 3.2 about estimation of program’s content of disciplines “Personality oriented physical education of students”.

Experts met no difficulties in answering positively to question “If preparation of future physical education instructors, at physical education faculties inclusive, requires students’ understanding that they shall realize personality oriented physical education, besides, traditional, also new, additional professional skills, knowledge and abilities”.

#### Summary

1 The existing approach to “Physical education” in HEEs of not physical culture profile, the essence of which is observance of traditional for physical education “Body-oriented” content, forms and methods of educational process’s organization, does not solve the task of rising of quality of future specialists’ preparation. Besides, delivering of “ready-to-use” information about the use of physical culture and harm of motion-passive life style at lectures and practical classes makes educational process inefficient without students’ intensive thinking activity.

2 Highly evaluated by experts and tested in experimental conditions model of personality oriented physical education have evident advantages. The level of developed conception and programs of personality oriented physical education permitted experts to express competent judgment about advantages of this approach to formation of physical culture level and physical culture activity of student’s and graduate’s personality.

3 The fulfilled questioning of experts permitted also to come to experimental testing of the developed program of improvement of future physical culture instructors’ preparation, an important part of which is ability to realize personality oriented physical education of students of non-sports specialties.

*The prospects of further researches* are connected with further practical testing of positively evaluated by experts conception and programs of students’ personality oriented physical education at non-sports faculties as well as improvement of future physical education instructors’ preparation.

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