

## FEATURES OF FORMATION PERSONAL PHYSICAL EDUCATION OF STUDENTS

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**Annotation.** The peculiarities of formation personal physical training of students from various universities. The experiment was attended by 748 students. It is shown that the most significant factor in personal physical training of students is to conduct a healthy physically active lifestyle and relationship to the body as a value. It is confirmed that for students of physical culture the main motivational factors for physical culture and sports activities is the desire to improve physical fitness, achieve sporting success. For students of non-core specialties - to optimize the weight and improve the shape. It is proved that the main obstacle to employment physical and sports activities of the students is the lack of free time. It is shown that only 21.2% of students believe their non-core specialties: motor sufficient for normal life and preservation of health.

**Keywords:** personality, motivation, physical education, sports activities, driving mode.

### Introduction

Recent years, in Ukraine great attention has been being paid to development of national system of physical education, that is reflected in Laws of Ukraine “On education”, “On higher education”, “On physical culture and sports” and in Conception of students’ national education. The mentioned documents determine strategy of development of students’ physical education system, realization of which shall ensure formation of youth’s world vision positions and value orientations, educate their proper attitude to own health, to healthy life style, create conditions for their full fledged physical and spiritual development. [Conception of students’ national education. Addendum to decision of MOH board, dated June 25<sup>th</sup>, 2009, minutes № 7/2-4, 3].

Practical organization of educational process in physical education and mass sports at higher educational establishments is regulated by appropriate Regulations [Regulations on organization of physical education and mass sports at higher educational establishments. Approved by Order of Ministry of education and science of Ukraine, dt. 11.01.2005, No.4. Registered at Ministry of Justice of Ukraine on March 10<sup>th</sup>, 2006, No. 249/12123]. In spite of significant attention, paid to problem of students’ physical education, it should be stated, that as on present time physical culture classes at higher educational establishments satisfy students’ general daily need in motion activity only by 25-30 % [1]. The level of physical conditions of more than 50% of young people, who study at higher educational establishments of Ukraine, does not comply even with middle level of corresponding state standard [2, 6]. In general, students’ somatic health level is characterized as “middle” and “lower than middle”. The mentioned problems stimulate scientific search of effective forms, means, methods and approaches to organization of educational process in the sphere of students’ physical education (T. Krutsevych, V. Vydrin, A. Lotonenko, L. Lubysheva, V. Balsevych, V. Sutula, V. Stoliarov et al.). In spite of wide spectrum of researches of this problem in system of students’ physical education, up to the present time the question of body culture’ training has been remaining of first priority [4, 8-10] while, physical education, oriented on familiarization of students with values of physical culture through formation of their personality’s physical culture – has not yet found practical realization. The fulfilled by V. Sutula [5, 7] theoretical researches of the mentioned problem permitted to mark out a number of basic principles, which determine the structure of physical culture of a personality. The purpose of the given research is determination of practical understanding of these principles by students, who study at HEEs of different profile.

The work has been fulfilled within the frames of realization of complex scientific project “Theoretical methodological principles of children and youth personality’s physical culture formation, as the base of their health” (state registration No. 0113U001205).

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

*The purpose of the research* is to reveal practical understanding and perception of basic personality’s physical culture principles by students, who study at HEEs of different profile.

*The tasks of the research:*

- 1) To study peculiarities of different HEEs students’ understanding of personality’s physical culture essence.
- 2) To determine motivational factors, which stimulate students for physical culture and sports activity.
- 3) To find out students’ time consumption for academic classes at HEE and for physical culture and sport activity.

*The methods of the research.* For solution of the mentioned tasks we carried out special sociological study. It covered students of Kharkiv state academy of physical culture (KSAPC) (n=236), of municipal establishment “Kharkiv humanitarian-pedagogic academy” of Kharkiv regional council (KhSPA) (1 – faculty of physical education n=196, 2 – faculty of pre-school and correcting education n=138) and students of Federal state budget educational establishment of higher vocational education “Kursk state university” (KSU, Russia) (faculty of economics and management n=178). In

the process of the researches we used a mixed type questionnaire, published by L. Lubysheva in manual “Sociology of physical culture and sports” (2001).

**Results of the researches**

Results of the researchers of students’ perception of personality’s physical culture essence are given in table 1.

Table 1

*Understanding of personality’s physical culture essence by HEE students*

Higher educational establishment		KSU	KSAPC	KhSPA (1)	KhSPA (2)	Mean value of all sample (%)
Questions and variants of answers		Expressed in % generalized results of answers				(%)
In Your opinion personality’s physical culture manifests to the fullest extent in the following:						
a	Healthy life style and systemic physical exercises’ fulfillment for physical self-perfection	70.0	35.5	53.0	50.0	52.1
b	Attitude to body as to a value and care of normal physical state	5.0	31.0	18.0	9.0	15.7
c	Practicing sports	10	15.0	14.0	23.0	15.5
d	Having of necessary abilities and skills and using of them for own health improvement and physical self perfection	7.5	12.5	6.0	9.0	8.7
e	Absence of harmful habits	7.5	0.0	9.0	9.0	6.4
f	Practicing of ideals, norms and behavior, formed under influence of physical culture	0.0	6.0	0.0	0.0	1.5
g	Readiness to help other people in their health improvement and physical self-perfection	0.0	0.0	0.0	0.0	0.0

They witness that among basic principles of physical culture students of different HEEs mark out, as the most significant, “healthy life style and systemic physical exercises’ fulfillment for physical self-perfection” (see table 1, it. a). In average of all sample, this principle was chosen by 52.1% of students. This principle was the most important for KSU students (was marked by 70.0% of respondents). Its importance is a little less for KhSPA students (faculty of physical education – 53.0% and faculty of pre-school and correcting education – 50.0%) and substantially less for KSAPC students (35.5%). It is also interesting that rather a lot of KSAPC students (31.0%) and students of faculty of physical education of KhSPA (18, 0%) among physical culture principles of first priority marked out “Attitude to body as to a value and care of normal physical state”. Students, who study at faculty of economic and management of KSU and at faculty of pre-school and correcting education of KhSPA paid less attention to this principle: 5,0% and 9,0% correspondingly.

Practicing of sports as a principle of physical culture (the third in rating, average of sample – 15.5%) was marked to larger extent the students of KhSPA, who study at faculty of pre-school and correcting education (23,0%). For students of other specializations this factor is of less importance, it was chosen by from 10.0% to 15.0% of the questioned students of different HEEs.

In conventional students’ rating the forth by its importance principle is that, which characterizes physical culture of personality as “Having of necessary abilities and skills and using of them for own health improvement and physical self perfection”. In average of all sample it was marked as important by 8.7% from total quantity of questioned students. This principle is the most important for students of KSAPC – 12.5%, and the less important – KhSPA faculty of physical education students – 6.0%. In the opinion of the questioned students the absence of harmful habits is not a determining characteristic of personality’s physical culture (see table 1, it. e). *Sui generis* rating of physical culture basic principles, determined through their importance for students, is finalized by two principles, which reveal specificities of person’s realization “ideals, norms and behavior, formed under influence of physical culture” (was

marked only by KSAPC students) and “readiness to help other people in their health improvement and physical self-perfection” (0,0%).

The above presented puts the question concerning motivational factors, which condition students’ physical culture and sports activity. Results of such study are given in table 2. They witness that the most important motive, which stimulates students for physical culture and sports activity, is “wish to improve physical condition”. In average of all sample, this factor was chosen by 37.1% of respondents, from whom 22.5% were students of KSU, 29.0% - students of KSAPC, 61.0% (faculty of physical education), and 36.0% students of KhSPA (faculty of pre-school and correcting education). It is also interesting that for KSU students (47.5%) KhSPA students (faculty of pre-school and correcting education) (41.0%) the most important, in comparison with previous, is “optimization of weight and improvement of posture”. At the same time, for 38.0% of KSAPC students – it is achievement of sports results. Credit in discipline “Physical education”, as factor, motivating students for physical culture and sport activity, is important only for 10.0% of KSU students and 5.0% of students of KhSPA faculty of preschool and correcting education. It should also be noted that for the most of students, who participated in the research, possibility “to release tiredness and increase workability” is not a motivational factor, stimulating for practicing physical exercises.

Table 2

*Motivational factors, which condition physical culture and sports activity of HEEs students*

Higher educational establishment		KSU	KSAPC	KhSPA (1)	KhSPA (2)	Mean value of all sample (%)
Questions and variants of answers		Expressed in % generalized results of answers				
1. What stimulates You to practice physical culture - sport activity:						
a	Wish to improve physical condition	22.5	29.0	61.0	36.0	37.1
b	Optimizing of weight, improvement of posture	47.5	12.5	21.0	41.0	30.5
c	Achievement of sports results	0.0	38.0	3.0	0.0	10.2
d	Training of will, character, commitment	0.0	6.0	12.0	90	6.7
e	Obtaining credit in physical education in due time	10.0	0.0	0.0	5.0	3.7
f	Training of movements’ culture	2.5	4.2	0.0	4.5	2.8
g	Release tiredness and increase workability	5.0	4.0	0.0	0.0	2.3
h	Do not know	7.5	2.1	3.0	4.5	4.3
2. What prevents You from practicing physical culture-sports activity?						
a	Absence of free time	60.0	31.0	35.0	45.0	42.7
b	Nobody involves me in physical culture-sports activity	7.5	4.2	9.0	19.0	9.9
c	In HEE circle of my favorite kind of sports is absent	5.0	6.2	15.0	0.0	6.5
d	Insufficiency of knowledge for independent physical trainings	5.0	2.1	6.0	4.5	4.4
e	Absence of equipment	5.0	10.5	0.0	0.0	3.9
f	Do not know	17.5	46.0	35.0	31.5	32.5

Results of the carried out research (see table 2) witness that absence of free time is a dominating factor, which prevents students (in their opinion) from practicing of physical culture-sports activity. This factor attracted attention of 60.0% of KSU students, 31.0% of KSAPC students, 35.5% of KhSPA (physical education faculty) students and 45.0%

of students, who study at faculty of pre-school and correcting education of KhSPA. This conclusion is confirmed, to some extent, by the data, which witness that during a day 37.5% of students (average result of all sample) pay for academic classes at HEE and for independent preparation from three to five hours (see table 3). It results in the fact that most of students (70.8%) have, basing on their answers, from one to four free hours (see table 3). So, the most important factor, preventing students from physical culture-sports activity, is absence of free time (see table 2). Importance of other factors, given in table 2, is much less. Alongside with it, it is necessary to note, that 10.5% of KSAPC students accentuated attention on the fact that they are prevented from physical culture-sports activity not only by absence of free time, but also by the absence of sufficient equipment, while for 15.0% of KhSPA physical education faculty students the factor “absence of circle in favorite kind of sports”, and for 19.0% of KhSPA pre-school and correcting education faculty students factor “nobody involves me in physical culture-sports activity” are rather important. Also attracts attention the fact that significant part of students (32.5% of all sample) do not know the answer to question “what prevents You from practicing physical culture-sports activity” (17.5% of KSU students, 46.0% of KSAPC students, 35.0% of KhSPA physical education faculty students and 31.5% of KhSPA pre-school and correcting education faculty students).

Table 3

*Students' timetable for different kinds of activity*

№ 3/π	Higher educational establishment		KSU	KSAPC	KhSPA (1)	KhSPA (2)	Mean value of all sample (%)
	Questions and variants of answers						
1	Your daily timetable for academic classes and independent study:						
	a	3-5 hours	40.0	44.0	30.0	36.0	37.5
	b	6 hours and more	60.0	56.0	70.0	64.0	62.5
2	Daily free time budget:						
	a	1-4 hours	57.5	73.0	67.0	86.0	70.8
	b	5-6 hours and more	42.5	27.0	33.0	14.0	29.1
3	Do You practice physical culture-sports activity in extra-curriculum time ?						
	a	Yes	45.0	75.0	76.0	18.0	53.5
	b	No	22.5	4.0	30	27.0	14.1
	c	Irregularly	32.5	21.0	21.0	55.0	32.4
4	Your weekly free time consumption for physical culture-sports activity:						
	a	1-3 hours	67.5	31.0	27.0	77.0	50.6
	b	4 hours and more	32.5	69.0	73.0	23.0	70.0
5	Do You consider Your motion regime sufficient for normal life activity and preservation of health?						
	a	Yes	42.5	79.0	60.0	36.0	54.3
	b	No	42.5	10.5	26.0	36.0	28.7
	c	Do not know	15.0	10.5	14.0	28.0	16.8

Results of the research witness also that practical realization of students ideas concerning personality's physical culture is manifested in the fact that 45.0% of KSU students студентів (?) and 18.0% of KhSPA pre-school and correcting education faculty students, as their answers say, practice physical culture-sports activity in extra-curriculum time (see table 3). Among KSAPC students and KhSPA physical education faculty students their quantity is much higher, correspondingly 75.0% and 76.0% that is quite natural. Most of KSU students (67.5%) and KhSPA pre-school and correcting education faculty students (77.0%) spend to physical culture-sports activity from one to three hours weekly, while 69.0% of KSAPC students and 73.0% of KhSPA physical education faculty students – more than four hours. 79.0% of KSAPC students and 60.0% of KhSPA physical education faculty students think that their motion activity is sufficient for normal life activity and preservation of health. Among KSU students, they are 42.5%, and among KhSPA pre-school and correcting education faculty students -36.0%.

**Summary**

1. Results of the carried out analysis witness that students have understanding of the fact that basic principle of personality's physical culture is “healthy life style and systemic physical exercises' fulfillment for physical self-perfection”. Influence of specificity of the chosen profession is manifested in the fact that significant part of KSAPC

students (31.0%) and KhSPA physical education faculty students (18.0%) among personality's physical culture principles of priority marked out "attitude to body as to a value and care of normal physical state" as significant one.

2. It has been proved that the most significant motive, which stimulates students of physical culture specialties for physical culture-sports activity is "wish to improve physical condition" and "achievement of sports results". While for students of non-profiled HEEs – they are: "wish to improve physical condition" and "optimizing of weight, improvement of posture".

3. It has been established that absence of free time is a determining factor, which prevents students from full fledged practicing of physical culture-sports activity. This factor is more important for students of not physical culture specialties.

4. Results of the researches prove the fact that in the system of students' physical education, educating of body culture is still of priority. At the same time, formation of future specialists' culture-creating competences and world vision positions, through familiarizing them with values of physical culture are still secondary. Such conclusion comes from the fact that two principles of personality's physical culture, videlicet, how, in practice a person "realizes ideals, norms, behavior, formed under influence of physical culture" and his (her) "readiness to help other people in their health improvement and physical perfection", which reveal humanistic, human-creating sense of physical culture, were marked out as important only by 1.5% of respondents (KSAPC students).

*Further prospects* stipulate more detail study of peculiarities of different HEEs students' attitude to problem of healthy, physically active life style.

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