

GENDER ASPECTS OF FORMATION OF VALUE POTENTIAL OF STUDENTS' PHYSICAL TRAINING

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Annotation. *Purpose:* study of gender peculiarities of formation of valuable orientations of students in physical education and sport. *Material:* in research students of 3 - 11 classes of secondary schools (419), with which the survey was conducted, were involved. *Results:* the absence of students' understanding of the necessity of motor activity to human health. Also development of adolescents values of physical culture and sports. Showing psychosocial characteristics to form a stable interest in the physical self. It was found that 15% of girls wish to play hockey on grass, athletic gymnastics, football and boxing. *Conclusions:* for the formation of valuable orientations of physical culture among students it is necessary to consider not only the physiological, morphological and psychological aspects, but also gender peculiarities of personality.

Keywords: gender, physical, culture, student, value, sports.

Introduction

Recent time gender problem has been becoming more expressive in different kinds of science. Certain progress has been achieved in field of physical culture. In theory of physical culture, like in no other humanitarian discipline, natural basis of gender distinctions are considered and corporeality is one of the most important manifestations of human potential. It permits to form new information field, connected with development of category "gender" on material of physical culture [3].

Gender is formed in the process of personality's socialization and includes psychological, social and cultural distinctions between men and women [2]. Gender approach, as genderologists mark, overcomes the most fundamental opposition – opposition of biological sexes, which is connected in social, political, economical, cultural and all other spheres of human life [16]. To day, as never before, question of gender approach's realization in pupils' physical education has become especially acute. This realization goes in two directions: one of them – is higher educational establishments, the second – comprehensive schools, lyceums, gymnasiums, establishments of primary and secondary vocational training [16]. Implementation of gender approach in physical education of schoolchildren, - is organization of physical education, considering sex identity, peculiarities of children's development in process of sex-role socialization [13]. Unfortunately, there have not been yet methodic recommendations for schools' teachers on differentiated physical education of girls and boys [16]. In our opinion development of gender approach conception, oriented on formation of schoolchildren's physical culture in process of physical education, is urgently required.

Purpose, tasks of the work, material and methods

The purpose of the research is studying of gender characteristics of schoolchildren's value orientations in sphere of physical culture; factors, influencing on formation of physical culture of a personality in process of physical education of schoolchildren.

Results of the researches

For solution of our tasks we carried out questioning of respondents. In the research schoolchildren of 5th – 11th forms, who practice certain kinds of sports (swimming, basketball, volleyball, gymnastic, wrestling, thae-quan do) participated as well as schoolchildren, who do not practice any sports.

For determination of gender distinctions in motivation of physical culture lessons' attendance, schoolchildren of different age categories were asked question: "For what purpose did you attend physical culture lessons?" Most of schoolchildren, defining motives, did not limit themselves with one answer and chose two or three variants of answers. Questioning results showed that boys of 5th, 6th and 7th forms (10-12 years old) practically had no understanding of what influence is rendered on organism by physical exercises (see table 1). Only 20% of 5 form pupils, 13% of 6th, and 26% of 7th form pupils chose answer "I know that it is useful". The most popular answer, for boys of this age, was "For receiving credit in physical education", and "Not to have debt in physical culture". Boys of 9th and 10th forms chose answers: "For receiving of credit in physical culture", "I know that it is useful", "To raise physical fitness". These answers were given by boys, who study in usual schools and do not practice sports. But in their schools there are special sport classes. And may be example of these classes' pupils was a motivating, positive factor, which influenced on wish to have sport constitution and skills in some kind of sport.

Table 1

Motives of physical culture lessons' attendance by schoolchildren of different age categories (boys) (%)

	5 form	6 form	7 form	8 form	9 form	10 form	11 form
I know that it is useful	20	13	26.6	40.9	50	33.3	44
For credit	60	39.1	53.3	40.9	34.2	33,3	60
Trainings are interesting	0	17.3	6.6	16.3	21	8.38	20
Training of will	0	13	20	9	7.8	0	12
To receive consultation	0	4.3	0	0	5.2	0	0
To raise physical fitness	26.6	26	13.3	27	28.9	50	20
To avoid debts	13.3	34.7	40	22.7	18.4	25	36
To learn new exercises	0	13	13.3	4.5	10.5	8.3	0
To relax mind after mental activity	20	13	20	9	5,2	8.3	16
To increase motion activity	26.4	21.7	20	27.2	15.7	25	36

Analyzing motives of physical culture lessons' attendance by girls we received the following answers: 47% of 6th form girls, 50% - of 7th form B 57% - of 9th form 46% of 10th form and 46.6% of girls-school-leavers chose answer "To avoid debts in physical culture" and "To receive credit". Choosing motive of lessons' attendance boys and girls gave similar answers, in spite of their studying in different classes. But in choosing of other motives their answers do not coincide (see table 2).

For girls the most popular was the following answer: "To raise motion activity". This motive was chosen by 57.1% - of 5th form girls, 58.3% - of 7th form girls, by 38.4% - of 9th form and by 40% - of 10th form girls that is by 20% higher than boys' answers. Answer "Trainings are interesting" was also chosen by 205 more than by boys. If to group motives of lessons' attendance, than we obtain that 35% of girls attend physical culture lessons with health related and recreational purposes, that is by 10% more than boys.

Table 2

Motives of physical culture lessons' attendance by schoolchildren of different age categories (girls) (%)

	5 form	6 form	7 form	8 form	9 form	10 form	11 form
I know that it is useful	57.1	5.8	58.3	38.1	38.4	40	33.3
For credit	32	35.2	50	47.6	34.6	33.3	46.6
Trainings are interesting	21.4	23.5	16.6	19	34.6	33.3	26.6
Training of will	14.2	29.4	8.3	0	3.8	13.3	3.3
To receive consultation	7.1	17.6	8.3	4.7	3.8	0	0
To raise physical fitness	25	35.9	33.3	0	15.3	20	23.3
To avoid debts	18.2	47	8.3	57.1	11.5	46.6	13.3
To learn new exercises	21	17.6	0	14.2	11.5	13.3	3.3
To relax mind after mental activity	7.1	29.4	16.6	28.5	7.6	26.6	30
To increase motion activity	46.4	35.2	25	28.5	11.5	46.6	4

The next in questionnaire was question "Is it possible to achieve high physical fitness, only attending physical culture lessons?" (see table 3). Having analyzed respondents' answers we can conclude that majority of pupils, independent on sex and age, (65-70% of pupils), think that for achievement of high level of physical fitness physical culture lessons are insufficient. If consider separately answers of boys, practicing sports, than 100% of girls and boys gave negative answer to this question. And concerning motives of physical culture lessons' attendance the most frequent was answer "Relaxing of mind after mental work".

The received data witness, first of all, about absence of pupils' (majority of them) understanding of importance of motion functioning for health, secondly, about absence of teenagers' values of physical culture and sports. In this connection we can make conclusion that it is necessary to seek new approaches to physical education for formation of physical culture values, one of which gender approach can be, which could consider physiological, morphological-functional and psychological characteristics of different sex pupils.

Table 3

Pupils attitude to physical culture lessons, %

Form	Quantity of pupils in a form	Variant of answer	
		yes	no
5	Boys n=15	6.67%	93.33%
	Girls n=28	42.86%	57.14%
6	Boys n=23	4.35%	91.30%
	Girls n=17	41.18%	58.82%
7	Boys n=15	60.00%	40.00%
	Girls n=12	66.67%	33.33%
8	Boys n=22	22.73%	77.27%
	Girls n=21	52.38%	42.86%
9	Boys n=38	52.63%	44.74%
	Girls n=26	57.69%	38.46%
10	Boys n=12	0.00%	100.00%
	Girls n=15	26.67%	66.67%
11	Boys n=25	16.00%	80.00%
	Girls n=30	16.67%	83.33%

The question “Do you practice any kind of sports?” we received the following answers (see fig.1).

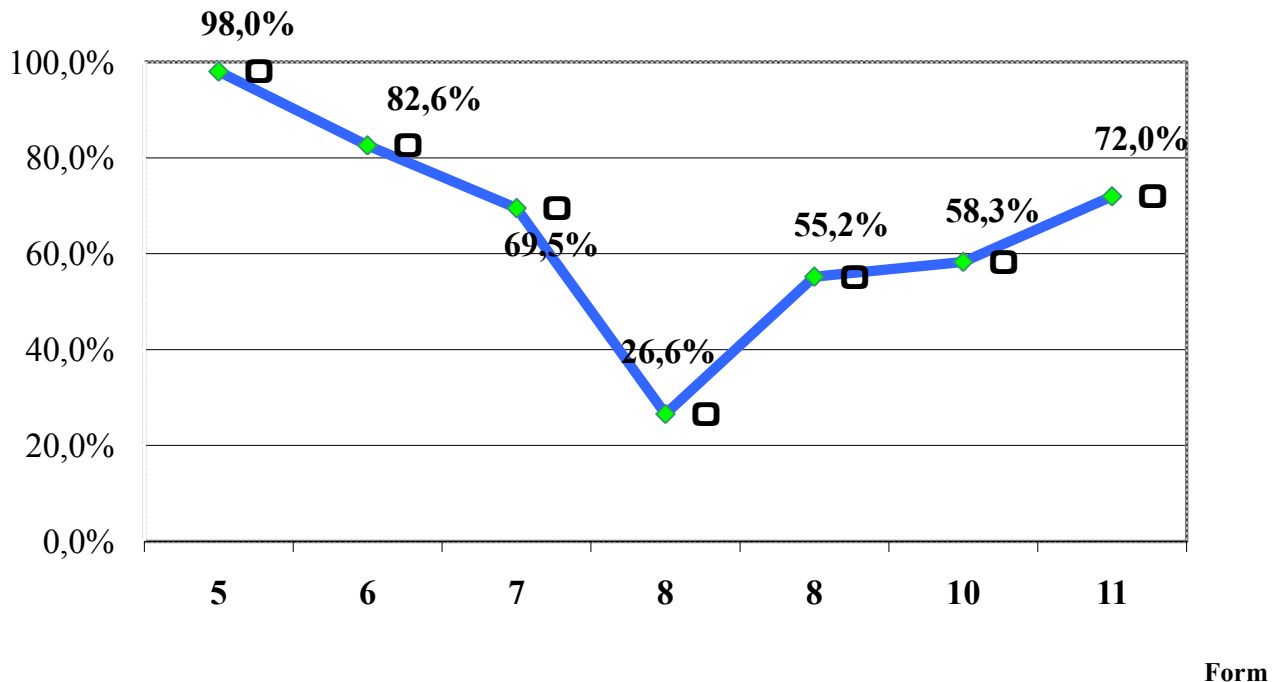


Fig.1 Questioning results (boys)

Practically all boys of 5th form gave positive answer. These are such kinds of sports like football, basketball, swimming, wrestling (see fig.1). In 6th form already 82.6% of boys practice sports. Football is on the first place, swimming – on the second place, further basketball and wrestling go. In 7th form – 69.5% of pupils practice sports and among 8th form pupils – percentage reduces up to 26.6%. Further from 9th to 11th form we see positive dynamic – from 55% of 9th form pupils to 72% - of school-leavers. We explain it by the fact that in early youth age certain relations with surrounding world starts to form. In senior forms demand of senior pupils in self development, self perfection and self realization becomes strong. That is why, starting practicing sports or continuing them in this age, boys become

more motivated and committed, understanding purposefulness of their trainings and choosing appropriate motives of physical self-perfection.

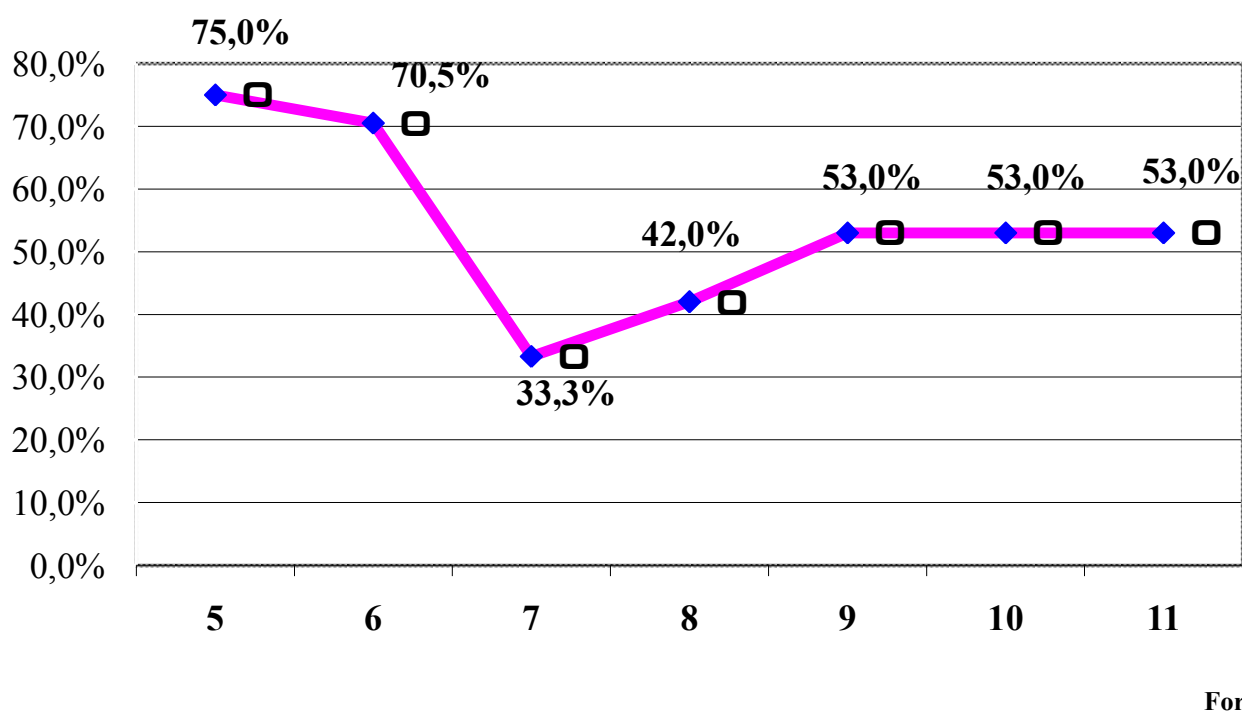


Fig2. Questioning results (girls)

Girls answered in the following way: 75% of 5th form girls practice sports in extra-curriculum time. These are such kinds of sports like swimming, volleyball and sport dances. But 25% of girls, who do not practice sports – 17% want to attend sport circles. Further situation is the same as among boys. In 6th form– 70.5% of girls practice health related sport activity, in 7th form– 33.3%. But from 8th form percentage increases up to 42%. In 11th form – 53% of girls practice sports. But in this case we speak not about sport as it is but about health related fitness.

In spite of certain positive dynamics of sports' practicing and health related activity of girls and boys, percentage of pupils who do not wish to practice sports still remains rather high. In order to understand reasons, preventing from practicing of health related physical culture functioning, we analyzed respondents' answers to the following questions: "Give reasons, which prevent you to practice sports or physical culture?" Boys put on the first place answer "Absence of health related sport groups, interesting for me", on the second – "Parents cannot pay trainings". Girls put on the first place – "Absence of free time". On the second place - "Parents cannot pay trainings". «

Analyzing problem of gender approach in education, we can say that scientists have different points of view about consideration of sex and gender peculiarities of physical education's organization. The conducted questioning revealed also the fact that about 15% of girls want to practice such kinds of sports as hockey on grass, gymnastic, football and boxing. They explain their sympathy to masculine kinds of sports by the fact that they are attractive, help to improve physical condition, prove to themselves and surrounding people that they worth something. The latter motives are definitely masculine ones and we can assume influence of psychological sex on choosing of kind of sports.

Conclusions:

Analysis of rather restricted quantity of publications devoted to gender approach to physical education of schoolchildren, concerns, mainly, consideration of biological sex in the course of trainings, at passing tests; besides, it also is considered with formation of interests, motives and demands in physical functioning. The conducted analytical search and our own researches permitted to mark out not only biological approach, based on anatomical-physiological distinctions of man's and woman's organisms in pedagogic principle of physical education's individualization, but also gender approach, connected with psychological sex. In this case we regard gender approach not from the point of view of gender policy (equal rights for men and women) but from the points of studying of their psycho-social peculiarities for creation of adequate organizational-methodic conditions in process of physical education for formation of firm interest to physical self-perfection, using, for this purpose, effective stimuli and motivators of behavior.

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Cite this article as: Marchenko O. Iu. Gender aspects of formation of value potential of students' physical training. *Pedagogics, psychology, medical-biological problems of physical training and sports*, 2014, vol.11, pp. 38-43. doi:10.15561/18189172.2014.1107

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Received: 25.05.2014

Published: 05.06.2014