

APPROPRIATENESS OF THE USE OF INNOVATIVE TECHNOLOGIES IN THE FORMATION OF PERSONALITY ORIENTED MOTIVATION OF STUDENTS TO PHYSICAL EDUCATION

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Annotation. *Purpose:* introduction in educational process of innovative technologies aimed at creating a student-centered motivation of students on the value of physical education. *Material:* the study involved 379 1st year students from different regions of the Crimea and the students of the Crimean Tatar nationality. *Results:* determined the dominant category of motives that emphasize feature innovative technologies in shaping the personality-oriented motivation of students to physical education. Identified the following groups of motives: cognitive activity, social, emotional satisfaction from motives of exercise; motives of needs of importance of physical education in the future professional activity; motives of critical attitude to the conditions and forms of organization of physical education. Found that the fundamental principles in innovative implementations become the following: the humanization; nature-compliance and nature-appropriate; tolerance; differentiation and individuality, which is closely linked with the principles of physical education. *Conclusions:* the proven efficiency of formation of positive student-centered motivation among college students to physical education provided records of all significant components of the previous ethnic environment.

Keywords: innovative technologies, students, motives, physical education, regions.

Introduction

During years of independence in Ukraine there have been built legal framework in sphere of education; there have been adopted documents and laws of Ukraine “On education”, “On higher education” as well as State national program “Education”. Education, based on such components as teaching (didactic sub-system), education (pedagogic sub-system), becomes a factor in formation of socially active, physically and mentally healthy personality, who is responsible for creation of future professional labor potential of nation. So, implementation of innovations and realization of innovative processes in students’ physical education is rather important. The basis of innovational processes in physical education is formed with the following important moments:

- creation at academic trainings of conditions, based on implementation of educational innovations and facilitating students’ activation for motion functioning;
- students’ mastering of methodology and technology of innovations, based on ethno-regional characteristics of place of residence and studying;
- formation of students’ personality, capable to master and creatively implement in everyday life means and methods of physical education for making organism harmonious and perfect.

Alongside with it innovative directions, connected with formation of personality-oriented motivation in system of students’ physical education, have been studied insufficiently [9].

In researches, devoted to factors, influencing on effectiveness of physical education at higher educational establishments, reflecting students’ attitude to physical education, students’ orientation for achievement of socially-significant results, in which their abilities and forces would manifest, there are determined position of personality in respect to process and results of functioning, in particular – demand in cognition – one of main human demands [3, 4, 10, 12-15].

At the same time physical culture, being a part of general culture, to large extent determines human behavior in education, in communication; it facilitates solution of educational, health related and social-economic tasks [5].

Analyzing modern methodic of physical education at HEE it is necessary to mark its imperfectness; for example negative influence has a priority of normative approach, when educational process and functioning of departments are oriented not on student’s personality but on purely external indicators, which are characterized by control test normative of regular academic program. This fact requires forced adaptation of student’s personality for evaluation of his motion skills by aggregate normative, which evidently contradict to idea of personality’s freedom and do not involving of students in active trainings of different forms of physical culture [9]. Basing on the mentioned above, the purpose of physical culture instructors shall be creation of conditions and formation of students’ skills in self-perfection, which must be based on education of personal motivation, interest to physical education and own health. Meanwhile, emotional-valuable attitude to physical culture-sport activity is very important and it is not formed spontaneously and is not inherited. It is received by personality in the process of functioning and effectively develops with mastering of knowledge and accumulating of motion experience, connected with initiative and activity in educational-pedagogic process [1].

Scientists established that technologies of control over formation of student’s personal interest to physical culture is a system of mutual “student-instructor’s” activity, based on diagnostics, projecting, organization and correction of educational process, oriented on achievement of certain result in improvement of motion fitness in comfortable conditions [7].

It is also interesting that in conditions of intensive implementation of pedagogic technologies in educational and teaching process, methodic innovations, connected with development and realization of personified models of physical, intellectual and mental levels, especially in systems of students' physical education till now have not been expanded sufficiently. Personality-oriented physical education envisages students' personal orientation on selection of means, methods; i.e. its envisages creation for every student of optimal conditions for harmonious development, intellectual, mental and motion spheres of functioning [8].

So, innovative introductions in educational process in personality-oriented physical education have their peculiar technologies, which stipulate determination of motives as well as understanding of targets and tasks of training; students' knowledge of means of targets' achievements; mastering of basic education; systemic, valid determination of educational process's dynamic and level of obtained knowledge, skills and habits. The character of these skills and habits is determined by many factors: ethnic and cultural traditions, natural capacity of territory, specificities of mutual activity [9].

Scientists found that belonging to certain ethnics conditions individual, characteristic only for this nation set of ethnic dispositions (personal motivation, behavior, mentality, attitude to motion functioning). Timely and correct determination of ethnic peculiarities of motivations' formation in respect to physical culture permits to coordinate the process of perfection of youth's potential intellectual and physical abilities [2].

It has been determined that physical culture in its wholeness and objectiveness (meaning actual reality) has subjectively-personal character, i.e. in formation of student's personality it is resumed as free individual [11]. In researches of scientists attention is concentrated on idea that physical culture is objective creature, which has subjective and more over, individually personal character. In this connection physical culture is a basic, fundamental stratum, integrating link of general human culture, having great potential of personality's reflection as wholeness [9].

At the same time researches, oriented on implementation of innovative technologies in organization and methodic of physical education are practically absent in respect to poly-ethnic groups of first year students of HEEs of AR Crimea.

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Purpose, tasks of the work, material and methods

The purpose of the work is to study application of innovative technologies in formation of 1st year students' personality-oriented motivation for physical education, depending on region of residence.

The tasks of the research: 1. Determination of personality's motivation demands of 1st year students for values of physical education, pre-conditioned by previous region of residence; 2. Experimental testing of innovative technologies' influence on formation of personality-oriented motivation of 1st year students for physical education, considering region of residence.

The methods of the research: theoretical analysis and generalization of scientific and methodic literature; questioning, pedagogic experiment.

Results of the research

In the research 379 1st year students took part (256 girls and 123 boys).

Questioning of students was carried out at the beginning and at the end of academic year. During academic year we implemented methodic of personality-oriented motivation's formation with innovative technologies, conditioned by region of residence of 1st year students.

Detail analysis of students' answers concerning attitude to physical trainings resulted in marking out of categories of motives, which shall be guidelines in organization and fulfillment of physical education process with the help of adequate methodic of teaching.

Analytical generalization of questioning results permitted to form the following dominating categories of motives:

1. Cognitive-functioning motive;
2. Social motive;
3. Emotional satisfaction with motion functioning;
4. Significance of physical education in preparation for future professional functioning;
5. Motive of critical attitude to conditions, forms in organization of physical education trainings.

When analyzing data, received from 1st year girl students, first of all it was interesting that among dominating categories leading motive was cognitive-functioning one. Its manifestation was registered among girl students: from small towns of Crimea – 25.2% of the questioned, from regions of Ukraine – 29.9%, ethnic groups – 27.2 %, from Simferopol – 28.3%, from countryside – 28.0 % of respondents. The following was social motive. By answers of girl students it was present in all tested groups, but among girls from small towns of Crimea it was registered at 24.4% from Simferopol 14.9%. Motive of emotional satisfaction with motion functioning was determined in the following way: small towns of Crimea – 14.4% of the questioned, from regions of Ukraine – 15.9%, ethnic groups – 16.6 %, from Simferopol – 14.1%, from countryside – 15.0 %. Motive for physical education for future economic activity of girl students was the following: small towns of Crimea – 16.1% of the questioned, from regions of Ukraine – 12.7%, ethnic groups – 14.3 %, from Simferopol – 16.1%, from countryside – 14.9 % Critical attitude to conditions and organization of physical trainings, absence of desire to train is characterized in the following way: small towns of Crimea – 19.9% of the questioned, from regions of Ukraine – 21.4%, ethnic groups – 13.5 %, from Simferopol – 26.6%, from countryside –

19.0 % . Thus the carried out questioning resulted in determination of low level of 1st year girl-students' realized motivation for motion self-perfection.

For boys of 1st year studying we found cognitive-functioning motive as a leading one: small towns of Crimea – 33.3% of the questioned, from regions of Ukraine – 34.2%, ethnic groups– 35.8 %, from Simferopol – 30.2%, from countryside– 31.3 %. Next category was social motive. A little bit higher social motivation was at boys from ethnic groups – 18.9%, lower –of boys from small towns of Crimea – 17.4%. Motive of emotional satisfaction manifested in the following way: small towns of Crimea – 20.3% of the questioned, from regions of Ukraine – 20.1%, ethnic groups– 16.9 %, from Simferopol – 21.1%, from countryside– 21.0 %. Motive for physical education for future economic activity of girl students was the following: small towns of Crimea – 12.4% of the questioned, from regions of Ukraine – 15.2%, ethnic groups– 14.8 %, from Simferopol – 13.3%, from countryside– 15.8 %. Critical attitude to conditions and organization of physical trainings, absence of desire to train is characterized in the following way: small towns of Crimea – 16.6% of the questioned, from regions of Ukraine – 12.4%, ethnic groups– 13.6 %, from Simferopol – 17.1%, from countryside– 14.3 %.

Thus, as a result of the research we marked out groups of motives' dominating categories, depending on regions of students' residence. The determined motives permit to specify main directions in formation of personality-oriented motivation of students for physical education with the help of innovative technologies. During organization of the research, oriented on education of youth's positive motivation for physical education, at trainings we applied methodic, which included initial statements, based on the following principles:

- humanization of physical education – creation of conditions for formation of personality's, including motion, abilities of students; humanization of relationship “student-instructor”, respect to student's personality, facilitating progressing of student's motion skills, understanding of student's demands, interests, dignity; educating of fair and merciful being;

- Innovative character of physical education, based on implementation of different forms, means and methods of training and education and reflecting creative seeking of original, non standard solutions in poly-ethnic students groups;

- compliance with nature and natural purposefulness of physical education – consideration of many facet and holistic nature of a human being, age, individual, physiological, psychic and regional specificities, which are influenced by landscape-climatic processes;

- tolerance in physical education, which implies parallel existence of ethnic elements of physical culture for their inter- penetration, and creates opportunities fro development of intellectually-cognitive and motion skills of youth;

- Differentiation and individualization of physical education – consideration of physical, psychic, social, intellectual development of students in health related physical culture work, stimulation of their physical culture-sport achievements, opening of sport-motion potential of everybody.

So, for formation of students' motivation for physical education, for expansion of motion skills and habits' experience we developed methodic, which envisaged innovative, teaching-cognitive and aesthetic-physical functioning, ensuring natural integrity of motivation-valuable, physical culture-sports and creative-active approach. Motion program at physical culture trainings for 1st year students had adaptive character and considered all significant components of previous ethnic environment, in compliance with which we used targeted physical exercises and outdoor games; i.e. trainings were constructed on principles of multi-sensor convergence.

In mentioned program physical exercises were directed on ensuring of optimal adaptation of first year students to socialization in new environment. The content of health-related physical culture trainings was grounded by compulsory observation of principles of systemic character, orientation on formation of positive motivation for systemic physical trainings, planned character, accessibility and stimulating difficulty, rational alternation of work and rest.

Thus, results of pedagogic experiment, targeted on implementation of innovative technologies in academic trainings witness about positive formation of girl-students' motivation for physical education. For example, formation of cognitive-functioning motive for physical education at first year of study was marked with increasing of results. Indicators increased in the following way: small towns of Crimea –by 10.5% of the questioned, from regions of Ukraine – by 12%, ethnic groups–by 13.8%, Simferopol – by 15.1%, countryside – by 12.8 % .

In educational process we introduced emotionally attractive, pedagogically and methodically grounded means and methods of physical education. It facilitated increasing of emotional attractiveness of physical education in formation of girl-students' motivation of personality. The determined methodic facilitated changes of motive of emotional satisfaction for better: small towns of Crimea – by 7.0% of the questioned, from regions of Ukraine – 5.3%, ethnic groups– 2.0%, from Simferopol – by 8.5%, from countryside– by 5.3% .

Formation of physical education's significance for future professional activity changed in the following way: ethnic groups– 5.4 %, from Simferopol – 2.2%. Concerning students from small towns of Crimea and from regions of Ukraine – we registered insignificant positive trend to demand in physical education.

The first year girl students demonstrated motive of critical attitude to conditions and forms of physical education's organization. Implementation of methodic for mastering of basic knowledge about physical culture in pedagogic experiment as well as introduction of ethnically colored physical exercises, dances, increasing of physical fitness, releasing of psycho-emotional tension by physical exercises and etc. reduced negative attitude to physical trainings, In particular: small towns of Crimea – by 17.6% of the questioned, from regions of Ukraine – by 18.4%, ethnic groups – by 8.9%, from Simferopol – by 24.0%, from countryside – by 16.6% % .

Insignificant trend to reducing of social motive among first year girl-students is based on the fact that at the end of academic year girl-students adapted to HEE conditions and solved a part of their social problems.

Analyzing results of conducted research, oriented on formation of personality-oriented motivation of first year boy students, we found the following changes. For example results of cognitive-functioning motive improved as follows: small towns of Crimea – by 6.9% of the questioned, from regions of Ukraine – by 4.9%, ethnic groups – by 4.6%, from Simferopol – by 7.5%, from countryside – by 6.1% .

Owing to introduction of demanded by boys exercises, motives of emotional satisfaction also increased: small towns of Crimea – by 4.6% of the questioned, from regions of Ukraine – by 1.9%, ethnic groups – by 5.0%, from Simferopol – by 2.9%, from countryside – 2.9% .

Results of conducted research witnessed about reducing or absence of first year students' motive of critical attitude to conditions and organization of physical trainings. It was absent among first year boy students from small towns of Crimea and regions of Ukraine. Among ethnic groups' students it reduced by 9.1 % , students from Simferopol – by 14.3%, from countryside – by 9/5 %.

Social motive had trend to reducing from 0.9% to 3.2%.

Thus, implementation of innovative technologies witnesses that application of methodically selected means and methods of physical education, considering students' interests, ethnic demands, peculiarities, conditioned by region of residence, facilitated formation students' demand in physical education, which is based on tolerance in personality-oriented training.

Conclusions:

The conducted questioning resulted in determination that students' motivation for physical education's values is conditioned by the following dominating categories of motives: cognitive-functioning, social, demand in physical fitness in future professional activity, motive of emotional satisfaction with health related physical functioning, motive of critical attitude to insufficient conditions of organization, forms of physical trainings.

Basing on the above mentioned it is critically important that the program of poly-ethnic group students' physical education would be of innovative character, facilitating them to adapt to HEE conditions, and would consider all signally significant components of previous ethnic environment. In compliance with it it is necessary to realize certain physical exercises, national outdoor games, i.e. motion functioning shall be built on principles of sensor convergence.

Further researches stipulate selection and implementation of additional innovative technologies on physical education, combined with studying of physical condition of students of economical higher educational establishment.

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