

GENDER ASPECTS OF PERSONAL AND MOTIVATIONAL SPHERE OF STUDENTS TO PHYSICAL EDUCATION AND SPORT

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Annotation. Personal and motivational sphere of young men and women is studied. The study involved 210 students of Kremenchug National University (2 class - by 50 boys and girls, 4 class - by 30 people boys and girls, 25 people - athletes). Have external and internal factors affecting the particular relationship of boys and girls in physical education. Outline ways to increase motivation for physical education classes. Found that the organization of exercise can help to foster interest in these studies, the motivation for a healthy lifestyle. The limiting factors in the formation of motivation for physical activities are gender-specific value orientations of young boys and girls.

Keywords: motivation, interest, boys, girls, gender, values, orientation.

Introduction

Intensification of education at higher school requires from students high workability and sound health. Physical education, with its correct application, can meet these requirements. Practically all domestic and foreign authors are unanimous in opinion that physical improvement, preservation and strengthening of students' health is an important component of higher education, because in this period foundation of successfulness and longevity of future young specialists' professional functioning is embedded [5, 16-22]. Physical education is of special importance for persons with chronic pathologies and physical fitness of lower than middle level; they are more than 70% [1, 9, 14].

Researches show that only 4.5% of Ukrainian students are at safety level of health. Average Ukrainian student is 5-7 years older than his biological age [7]. The same research state worsening of students' health in the period from the first year of study to graduation; the quantity of diseases progresses in the course of studying at HEE [1, 2, 12]. One of main reasons of critical state of youth's health is, in the authors' opinion, deficit of motion functioning (MF) [10]. Students, who practice physical exercise regularly, have total morbidity 1.5-2 times lower than those of control groups [14]. Compulsory physical education classes are attended regularly by 60-70% of students [10]. How to raise this percentage? Analyzing modern approaches to elimination of drawbacks from physical education's organization, we noted priorities of motion functioning, healthy life style, which are regarded separately from personal qualities, from gender features; personal value orientations are not regarded as well as formation of mental culture [10]. "Gender" means social and cultural aspects of certain sex [13]. It means artificial, socially constructed ideas about sex differences, their purposes and roles in society [8].

Gender researches were offered by Sandra Bam for diagnostics of psychological sex and they determined the level to which a person is androgenous, masculine or feminine. Working at her theory, Sandra Bam strived for making people free from prison of gender-role stereotypes and helping to create a conception of mental health [6]. S. Bam insists on the fact that both men and women have masculine and feminine features and the matter is which features prevail in a person. With it S. Bam thinks that androgenous person is the most adapted for existing in society, because it combines equally masculine and feminine features [15]. Gender implies those aspects of male and female features, the reasons of which are still unknown. Cause-effect relationship is not always obvious and can be resulted from both biological and social factors. According to all available methodic literature, in the process of physical education authors consider only biological factors of sex distinctions and it is obviously insufficient for formation of spiritual culture both of girls and boys.

Basing on the above mentioned for our contingent the problem of upgrading and improvement of physical education methodic, for increasing of boys' and girls' motivation for MF is rather urgent. It is assumed that study of boys' and girls' motivational sphere will permit to discover hidden potentials of educational process for progressing and self-realization of every student, for significant strengthening of society's human potential.

The present work has been fulfilled in the frames of topic 3.1 "Improvement of program-normative principles of physical education at higher educational establishments" № 0111U00117-33 УДК 796.077.5 of combined plan of scientific & research work in sphere of physical education and sports for 2011-2015.

Purpose, tasks of the work, material and methods

The purpose of the work: studying of factors, which influence on manifestation of boys' and girls' personal motivation to subject "physical education".

The tasks:

- analyzing of the problem by literature sources' data;
- determination of most important factors, which influence of boys' and girls' motivation for physical education classes;
- analyzing of students personalities' characteristics.

The methods of the research:

1. Analysis of literature sources.
2. Questioning.

3. Theoretical testing.
4. Psychological tests.
5. Methods of mathematical statistics.

Experiment involved 2nd year students (50 boys and 50 girls), 4th year students (30 boys and 30 girls) and professional sportsmen (25 boys and 25 girls of 18-22 years old age). All they were students of Kremenchug national university, named after Mikhail Ostrogradskiy. The contingent was selected by random sampling.

Results of the researches

Analysis of students' motivational sphere permits to mark out external and internal factors, influencing on their attitude to physical education. Comparative analysis of indicators of students, who practice sports, and students who do not practice it, shows that appropriate organization of physical exercises' training can facilitate formation of interest to such trainings, to HLS as well as formation of vitally important orientations, ability to self-control and realization of own value orientations in different spheres of life.

However there are also internal factors, which to less extent depend on environmental conditions and to larger extent are determined by sex attributes.

Primary stratification of contingent was carried out as per attributes of biological sex, while specificities of personality's qualities were interpreted basing of gender features' manifestations.

External factors, which influence on formation of students' motivation for physical culture trainings, include:

- prestige of being healthy in society and micro society;
- role, played by PE in educational process of HEE;
- availability of combined teams in different kinds of sports and their achievements at inter-HEE, republic and international competitions;
- availability of plan and schedule of mass sport measures of HEE; и
- presence of sport stands and galleries of outstanding sportsmen, who study at HEE;
- availability of up-to-date sport base and sport equipment for practicing sports;
- availability of sport circles, meeting students' interests;
- corresponding to up-to-date requirements organizational-methodic conditions of physical education process.

The conducted by us researches witness about differences between boys' and girls' interests, concerning kinds of sports. The same results were obtained also by other authors [3,10].

Boys have wider spectrum of interesting for them kinds of sports (in our research they were more than 13), than girls (up to 10 kinds of sports). The most popular for boys are: volleyball, basketball, football, weightlifting, taekwondo, swimming, track and fields; for girls – dances, aerobics, volleyball, aqua aerobics, swimming, track and fields. Differences in motives for physical trainings between boys and girls determined appropriate orientation of physical education classes. As per rating's data, boys' motives are:

- increasing of physical fitness;
- health improvement;
- entertainment of motion functioning;
- harmonious constitution of body.

The girls' motives are as follows:

- health improvement;
- harmonious constitution of body.
- entertainment of motion functioning;
- increasing of physical fitness.

Thus, trainings of boys shall be more of developing (conditional) orientation; for girls – health related orientation.

Girls pay more attention than boys to personality of instructor (rating 1.34). With friendly relations with teacher girls are bent to fulfill exercises, which are given at classes. Boys are more critical in relations with instructor and are less bent to fulfill exercises, which are not interesting for them.

For boys, material provisioning of trainings is to larger extent connected with availability of sufficient equipment; for girls it should also include sufficient equipping of shower rooms, dressing rooms, presence of mirrors and etc.

Boys and girls peculiarities of their motivations' manifestation were the base of differentiation of methodic conditions, suitable for physical education classes. They are:

- choosing of physical exercises, interesting for students;
- dosing of physical loads;
- rendering of theoretical knowledge about HLS and the ways of their realization in practice;
- reasonable application of encouragement and punishment;
- peculiarities of control over physical fitness;
- marks for physical education.

According to our research, boys like to larger extent to fulfill speed-power exercises, power exercise, then – exercises for coordination, quickness and endurance. Girls like more exercises for flexibility, balance, coordination and only after it – for quickness and endurance (see table 1). These priorities determine not only content of classes but also corresponding physical load. Boys' load is higher by intensity; girls' load is higher by its scope.

Significance of theoretical knowledge in field of physical education is higher for boys than for girls. It was shown not only in questioning about attitude to physical education but also in answers during theoretical testing. Mean percentage of boys' correct answer (60.95%) is a little bit higher than the girls' ones (60.25%). With it the highest percentage of correct answers belongs to girls-sportswomen -63.6%, and the lowest – to boys – sportsmen (58.4%). Boys are more aware of Olympic principles and training methodic, while girls are more aware of hygiene and HLS.

Table 1

Physical exercises, interesting for boys and girls

No	Description of exercises	Sportsmen (n=50)				2 nd year (n=100)				4 th year (n=60)			
		Boys (n=25)		Girls (n=25)		Boys (n=50)		Girls (n=50)		Boys (n=30)		Girls (n=30)	
		Mean mark	Rating	Mean mark	Rating	Mean mark	Rating	Mean mark	Rating	Mean mark	Rating	Mean mark	Rating
1	Power	3.56	3.4	4.08	4	3.7	5	5.44	7	2.43	1	5.1	6
2	Speed-power	2.8	1	4	3	3.38	1	5.04	6	2.93	2	5.23	7
3	Quickness	3.56	3.4	4.16	5	3.62	2.3	4.6	5	4.07	4	4.53	4
4	Coordination	4.04	5	3.36	2	3.62	2.3	3.46	3	3.8	3	3.63	3
5	Flexibility	5.76	7	3.32	1	5.3	7	2.36	1	5.57	7	1.47	1
6	Endurance	3.4	2	4.56	7	3.64	4	3.98	4	4.13	5	4.7	5
7	Balance	4.88	6	4.52	6	4.74	6	3.12	2	5.07	6	3.37	2

However theoretical knowledge of HLS factors are nearly not realized by students in their every day life, especially concerning using of alcohol. By data of questionnaire only 16% of boys and 18% of girls do not completely take alcohol. Alcohol "on special occasions" is taken by 45% of boys and 58% of girls. One time a week alcohol is taken by 20% of boys and 6% of girls and 2-3 times a month – by 15% of boys and 20.5% of girls. Among alcohol drinks boys prefer beer (60%), then wine goes (43%), vodka, brandy (15%), cocktails (alcohol and juice) – 11%, champagne – 10%. Girls prefer wine (52%), champagne (27%), beer (17%) and mixture of alcohol with juice (10%). These facts witness that value of health, which, in the students' opinion, is on the first place, is only theoretical and practically does not motivate students' behavior in everyday life.

Activity on physical education classes means not only execution of physical exercises at classes, but also systemic character of their attendance, which is connected with stimuli, used by instructor. These stimuli are: encouragement and punishment, control and evaluation in marks.

According to our research at trainings of girls encouragement methods and verbal evaluation of their achievements are more effective.

Boys require exact, quantitative evaluation, expressed in kg, cm, sec. and so on. For boys the most effective stimulus for their regular training of physical exercises is registration of increment of their achievements in tests for motion. For girls tests for motion are not so interesting. For them, measuring of circumference and weight-height parameters is stimulus.

In connection with the fact that main orientation of students' physical education is health related one, at the beginning and at the end of academic year it is necessary to carry out diagnostics of physical condition by registration of HBF, BP both in rest and after dozed standard physical loads, as well as to use other available methods of diagnostics of cardio-respiratory system.

The carried out study of students' personalities' characteristics permitted to mark out gender features of their manifestation, which influence on formation of motivation for physical exercises' training. Such inner factors are value orientations, formation level of self-control stages, orientations concerning students' understanding of sense of life and manifestation of psychological features of sex.

Gender features are manifested in preferences of leisure kinds by boys and girls (see table 2). On the first place youth, independent of sex, put communication with friends that is intrinsic to this age. But further, rating of boys' and

girls' priorities becomes different. In free time boys prefer listening to music, practice sports, help to their parents, meeting with girls, computers. Girls put on the second place assistance to their parents, further – listening to music, reading fiction, practicing sports, attending of disco clubs and meeting with boys. Nobody of students pointed that in free time they are engaged in independent self education or read special literature. Such wide spectrum of boys' and girls' preferences witnesses that students have sufficient free time and have possibility to practice physical exercises in case if there are suitable motives.

Attitude to surrounding people is manifested in appraising of other people, in their features, which attract attention of boys and girls. At first place youth puts communicability and ability to maintain friendly relations. Boys put on 2nd place ability to behave in society, further they pay attention to intellectual level and wide circle of interests, optimistic character and reasonability, physical strength and handsome appearance.

The main difference of girls' attitude to people is that they pay attention to such features as gentleness and ability to change point of view. Besides, girls do not consider physical strength to be an advantage.

Table 2

General cultural interests of students

No	Answers	Sportsmen (n=50)				2 nd year (n=100)				4 th year (n=60)			
		boys		girls		boys		girls		boys		girls	
		\bar{x}	Rating	\bar{x}	Rating	\bar{x}	Rating	\bar{x}	Rating	\bar{x}	Rating	\bar{x}	Rating
1	Communicate with friends	2.21	1	2.04	1	3.0	1	2.02	1	3.61	1	3,03	1
2	Read fiction	9.27	13	6.43	6	8.47	10	4.78	4	7.8	10	4.96	4
3	Play musical instruments	6.55	6	8.6	11	8.7	11	8.96	13	9.47	12	8.53	13
4	Listen to music	4.58	3	4.44	3	4.19	2	4.29	3	5.13	3	3.33	2
5	Attend disco clubs	6.95	8	5.73	5	7.36	7	6.6	7	8.5	11	6.85	7
6	Practice sports	2.56	2	3.54	2	4.64	3	6.11	5	4.21	2	6.41	6
7	Learn foreign language	8.53	11	9.19	12	8.86	13	7.68	9	10.1	14	7.75	11
8	Play computer games	6.6	7	7.72	8	7.07	6	8.14	12	7.57	9	7.0	8
9	Painting	9,56	14	7.78	9	10.1	14	7.8	10	11.1	15	8.06	12
10	Work with technical devices	8,32	10	12.3	16	7.4	8	12.0	16	6.65	6	12.4	16
11	Drive car	7,29	9	10.1	13	7.59	9	9.74	14	7.38	8	10.3	15
12	Help parents	6,32	5	5.46	4	5.72	4	4.17	2	5.63	4	3.48	3
13	Attend church	11,8	16	10.2	14	11.8	16	11.8	15	13.3	16	9.87	14
14	Meet boy (girl)	5,65	4	7.63	7	6.64	5	6.85	8	5.75	5	7.06	9
15	Read special literature	8,63	12	7.79	10	8.61	12	7.89	11	7.0	7	7.61	10
16	Other	10.0	15	11.0	15	11.4	15	6.3	6	10.0	13	5.83	5

Content and structure of terminal values, as life aims, have characteristic features. Value of health is placed by youth on the first place, because it is rather commonly accepted than a motivation of behavior. Then, hierarchy of boys' values is as follows: good and fair friends, activity, love, self-assertion. Girls mark out happy family life, love, after that – good, fair friends and active life.

Instrumental values of boys and girls include good manners, optimism, responsibility, honesty and carefulness with different hierarchy of second, third and fourth ranks.

One of components of human functioning's motivation is ability to self-control. As per logic of sequence of functioning's stages, its structure is as follows: analysis of contradictions, prognostication, setting of target, planning, formation of quality's evaluation criteria, taking decision to act, control and correction.

As per the level of formation, boys structure is following: taking decisions (4.02 b), prognostication (4.0 b), analysis of contradictions (3.7 b), setting of targets – (3.62 b), self control and self-correction – 3.52 b each). Such structure of boys' self-control witnesses about their spontaneous taking of decisions without analysis of contradictions, which implies consideration of risks and only after it – planning of actions. The girls' ability to self-control has more logical structure of level' formation of functioning's stages. They have better abilities for prognostication of their actions – (4.18 b), setting of targets – (3.8 b), then goes taking of decisions (3.72 b) and further – self-control and analysis of contradictions (3.5 b each). Thus, girls are more responsible in planning of their actions.

More developed girls' setting of targets is proved by test for orientations on sense of life. Strength of girls' motivation trend for seeking the sense of life is higher (31.14 b) than the same of boys (30.76 b). Girls take life more emotionally and are sure that they can take decisions and implement them independently (locus of control – life 31.88 b against 30.9 b accordingly).

More specific gender features of personality's structure we found with the help of methodic "Morphological test for life values". When analyzing attitude to life values we determined that boys understand self-development as self-realization in physical functioning, while girls are more inert and do not strive for this. Girls have more developed bent to satisfaction of spiritual demands. For example, girls' demand in communicating with family is higher than boys' one (3.4 – 3.5 b in contrast to 2.8 – 3.1 b accordingly). The same concerns demand in solid marriage relations (4.48 – 4.56 b in contrast to 4.18 – 4.32 b); satisfaction with social activity (3.68 – 3.78 b against 3.28 – 3.36 b). Boys are more inclined to entertain with heavy physical work (3.52 b) than girls (3.02b) that is quite natural. Higher girls' adherence to family is manifested in interest to new methods of teaching and breeding in family (3.68 – 3.8 b).

Girls are more adherent to set favorable relations with colleagues (4.5 b against 4.12 b), to participation in social life (4.06 b against 3.68 b). At the same time boys pretend more to be leaders in family (3.76 – 3.88 b, girls have – 2.96 – 3.4 b).

Boys are more interested in political life and try to keep pace with the times (3.4 – 3.44 b, girls have 3.12 – 3.13 b).

Girls are successful in setting and solving of main life tasks, such as: receiving of higher education, entering post graduate courses and receiving of scientific degree (3.76 – 4.08 b), with it, the highest strive was manifested by girls-sportswomen (4.08 b). Boys evaluated this activity within 3.48 – 3.68 b. Girls try to plan carefully their family life (3.94 – 4.04 b, boys have 3.7 – 3.76 b); achieve the set goals in social life (4.0 – 4.04 b and 3.44 – 3.68 accordingly). Boys pay greater attention to quickness in achieving of targets (4.14 – 4.16 b, girls have 3.88 – 4.08 b (sportswomen)).

Material welfare attracts attention both of boys and girls, who evaluated this item by high points. However girls think that higher education is important for strengthening of future material base (4.48 – 4.56 b), boys have – 4.16 – 4.24 b. Girls think more about high material level of family (4.08 – 4.2 b against 3.98 – 3.96 b), they are more interested in high salary of husband (3.78 – 4.16 b), than boys are interested in salary of wife (3.34 – 3.36 b). Boys understand physical fitness as reliable basis, permitting to carry out work with good salary (4.06 – 4.44 b against 3.84 – 4.12 b). Girls are of opinion that their work should not contradict their life principles 4.3 – 4.36 b in contrast to 3.96 – 3.92 b), that their hobby should stress their individuality (4.0 b and 3.8 b accordingly). Boys pay greater attention to their individuality in physical fitness, which makes them independent in any situations (3.9 – 4.36 b) that is main criterion of psychological sex's manifestation – masculinity. With it, methodic of Sandra Bam often does not determine masculine types of boys, who do not practice sports. It witnesses that for determination of gender features one methodic is insufficient; it is necessary to select several methodic, oriented on studying of demand-motivational characteristics of personality's behavior in different natural and specially organized conditions.

Conclusions:

1. Appropriate organization of physical exercises trainings can facilitate formation of interest to such trainings, motivation to HLS as well as formation of orientation for sense of life, ability to self-control and realization of own values in different life spheres.
2. Difference between boys' and girls' motives shall determine content and physical load at physical education classes. For boys such classes shall have developing (condition) orientation, for girls – health related character.
3. Significance of theoretical knowledge in average is higher for boys (60.95%) than for girls (60.25%).
4. At trainings of girls methods of encouragement and verbal appraisal of their achievements are more effective. For boys – the most effective stimuli for physical exercises are control and registration of their achievements' increment in tests for motion.

5. Youth's limiting inner factors, which influence on formation of motivation for physical exercises' training are gender features of boys' and girls' value orientations.

Further researches are planned to be carried out with application of other methodic, oriented on analyzing of demand-motivational characteristics of personality's behavior in different natural and specially organized conditions.

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