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ATTRACT STUDENTS TO MOTOR ACTIVITY OF HEALTH IMPROVING DIRECTION DURING PHYSICAL TRAINING

The article studies an efficiency of the current content of physical education in building students' motivation to motor activity of recreational orientation. In the questionnaire it was found insufficient efficiency of existing content in solving its appointed task: actual motivation of most students for such activity is low, as its expression occurs mainly in the mandatory classes, and the amount of time for after-classes activity is far short of the minimum; formed motivation marked priority of different objectives, but not related to physical activity health centers.

Key words: motivation, students, physical activity of wellness orientation, physical education.

Problem statement. The primary goal of high school at the present stage is quality training of specialist for competitive labor market. Increasing scientific information, new approaches to the interpretation of phenomena and concepts, lack of comprehensive general education of students and tasks which facing high school exhibit certain contradictions between traditional forms of organization of the educational process and training requirements. Thus motivating to motor activity of improving targeting is the socially-pedagogical problem of higher education institutions, and therefore increases the need to study foundations of a healthy lifestyle in general, given them in the educational process as the main factors of teaching that affect the quality of basic and professional training of future professionals.

In higher education institutions (HEIs) systematic motor activity of students is provided by mandatory classes of physical education which is according to relevant regulations is [4] twice a week. However, this number of classes, even with optimal parameters can not achieve the desired health effect, and thus causes the need for additional motor activity during after classes time (Bezverkhnii G.V., 2004; Zavydivska N.N., 2009; Taras Kirichenko, 1998; Pylnenkyy V.V., 2005; hoarse L., 2003). Highlighting the priority of homework and other diverse interests that are not related to physical activity wellness orientation [1; 3] (T.P. Brown, 2007; Gerasimov N.E., 2004), the reality of systematic implementation of the latter is determined exclusively by the appropriate student motivation.

Recent data [5] (N.B. Pavlyuk, 2006) shows the low motivation in such vast majority of students of different universities specialization, and hence the need to find ways to solve problems. In psychology the crucial for this search is the theory of self-determination (Kilpatrick, M., 2002; Ntoumanis, N., 2011; Sun, H. 2007), in pedagogy – the concept of education in physical education (Mowling, C.M., 2004; Yli-Piipari, S., 2009). At the same time, in both cases, the intensification foundation

for students reasons and creation of adequate situational factors are the knowledge and skills related to physical activity wellness areas.

Objectives, structure and methods. Formulation of goals. Purpose – to determine the status, structure and characteristics of students' motivation to motor activity in the direction of improving the implementation of physical education in high school.

Methods and organization of investigation. During the study the following methods were used: general scientific – analysis, comparison, generalization; sociology – questionnaire, interview; mathematics and statistics. Structure and characteristics of students' motivation to motor activity of improving direction using the current content of physical education of 150 girls and 150 boys who studied at different (except physical education) departments of Carpathian National University named by Stefanik, Kamenetz-Podolsk National University named by I. Ohienko, Ternopil National Pedagogical University named by V. Hnatiuk was studied according to our questionnaires.

Results. Motivation formation of the individual to a specific activity is determined by one's activity in the implementation of these activities [2]. Therefore the state of implementation of motor activity in the direction of improving the after-classes activity of the first year students is studied.

Using a questionnaire we found that after-classes physical activity is designated present in 92% of girls and 94.7% of boys. This 7.3% of girls and 11.3% of boys realize it in the form of employment in the sports sections, respectively, 84.7% and 83.4% – independent of self-exercises (table. 1).

Table 1

State of implementation and features of motor activity of health orientation of first year university students

Index (due to questionary data)	**Answer**	**Sex**	**Quantity (m — n=150, f — n=150)**	
			In absolute Exp.	**%**
Is the motor activity of health orientation a part of your out of classes activities?	– yes	f	138	92,0
		m	142	94,7
	– no	f	12	8,0
		m	8	5,3
Frequency of your motor activity of health orientation:	2 times a week	f	86	57,3
		m	88	58,7
	3–5 times a week	f	11	7,3
		m	17	11,3
	Daily	f	7	4,7
		m	15	10,0
	Not doing	f	12	8,0
		m	8	5,3
	Not systematically	f	34	22,7
		m	22	14,7

Continuation of table 1

Duration of your motor activity of health orientation:	Up to 10 min	f	21	14,0
		m	8	5,3
	10–20 min	f	15	10,0
		m	17	11,3
	20–30 min	f	18	12,0
		m	21	14,0
	30–60 min	f	73	48,7
		m	79	52,7
	1–2 hours	f	11	7,3
		m	17	11,3
How do you perform your motor activity of health orientation:	indiviually	f	127	84,7
		m	125	83,3
	In group (section)	f	11	7,3
		m	17	11,3
	Not performing	f	12	8,0
		m	8	5,3

Note. «f» – female, «m» – male

However, the implementation of such motor activity frequency is different: every day – is present in the mode of the day only 4.7% of girls and 10% boys; three to five times a week – respectively 7.3% and 11.3%; twice a week – 57.3% and 58.7%; fragmented and inconsistent – in 22.7% and 14.7%; non-existent – 8% of girls and 5.3% of boys.

The positive effect of the motor activity use in improving direction is determined, in addition to the frequency of sessions, by the amount of physical activity each (L.Y. Ivashchenko, 2008) and are identified by their duration. So for 7.3% of girls it is 60-120 min, 48.7% – 30-60 12% – 20-30, 10% – 10-20, 14% – within 10 minutes. The boys had very similar results, but with the following characteristics: duration of individual sessions within 60-120 min inherent 11.3% of respondents 30-60 minutes – 52.7%, 20-30 minutes – 14%, 10-20 min – 11.3%, to 10 minutes – 5.3%.

Detailed analysis of the obtained data, namely the position of the detector response options in question shows that after-classes time actually engaged in exercise 12% of girls and 21.3% of boys, while 57.3% and 58.7% respectively – just under the classes defined by educational schedule.

Considering the set type of activity in 22.7% of girls and 14.7% of boys is patchy, and the minimum necessary to achieve the health effect is 3-4 sessions per week lasting for 30-45 min [8] (Ivashchenko L.Y., 2008; Pristupa E.N., 2010), we can make some conclusions. First, health perspective physical activity, in which after-classes activity implements 88% of girls and 78.7% of boys, does not contribute to this goal as its parameters below the required minimum, confirmed by data from other researchers [5; 7] (Pylnenkyy V.V., 2004; Savchuk S., 2002). Second, the state of such activities in the most determined for students by only mandatory classes, indicating that their low motivation to implement motor activity in the direction of improving after-classes time.

The complex of motives and situational factors form motivation by its procedural and effective components [2; 6]. Therefore, for bet-

ter understand of students' progress realization during after-classes time of health perspective motor activity, the structure and features of their actual motivation for definite type of activity is studied.

Responses to the questionnaire showed that the motivation of girls to improving motor activity direction dominates effective component that determines the hierarchy and structure of the complex motives. So 36.7% of respondents are the most significant (grade «very strong» and «strong») is the motive of self, whose motives is the desire to be attractive to others (Table. 2). In 30.7% of the most important is the motive to avoid failure (motives – to get high marks in physical education) at 27.3% – the motive of self (consider the information media), 24% – achievement motive (to comply curriculum in physical education), 20% – the motif identification (follow the example of famous people), 16.6% – the motive of affiliation (communication with other students).

Table 2

Reasons which determine motivation of first year university students to implement motor activity of health orientation at the out of classes tome

Index (due to questionary data)	Sex	extremely strong		strong		normal		partially		missing	
		In absolute Exp.	%	In absolute Exp.	%	In absolute Exp.	%	In absolute Exp.	%	In absolute Exp.	%
Completing of educational curriculum	f	14	9,3	22	14,7	27	18,0	39	26,0	48	32,0
	m	9	6,0	27	18,0	23	15,3	34	22,7	57	38,0
Desire to be physically helthy	f	2	1,3	8	5,3	16	10,7	24	16,0	100	66,7
	m	5	3,3	7	4,7	21	14,0	28	18,7	89	59,3
To have knowledges and skills related to motor activity	f	-	-	1	0,7	3	2,0	11	7,3	135	90,0
	m	-	-	-	-	4	2,7	14	9,3	132	88,0
Desire to be attractive	f	24	16,0	31	20,7	38	25,3	32	21,3	25	16,7
	m	11	7,3	17	11,3	29	19,3	49	32,7	44	29,3
Desire of satisfaction	f	4	2,7	17	11,3	25	16,7	37	24,7	67	44,7
	m	9	6,0	19	12,7	32	21,3	38	25,3	52	34,7
Influence of mass media	f	21	14,0	20	13,3	22	14,7	36	24,0	51	34,0
	m	24	16,0	26	17,3	29	19,3	34	22,7	37	24,7
Desire to be stronger	f	12	8,0	19	12,7	28	18,7	21	14,0	70	46,7
	m	32	21,3	24	16,0	29	19,3	47	31,3	18	12,0
Example of famous person	f	14	9,3	16	10,7	17	11,3	21	14,0	82	54,7
	m	21	14,0	19	12,7	24	16,0	29	19,3	57	38,0
To be interested in motor activity	f	-	-	-	-	19	12,7	44	29,3	87	58,0
	m	-	-	-	-	30	20,0	58	38,7	62	41,3
To get high mark from physical education	f	27	18,0	19	12,7	29	19,3	29	19,3	46	30,7
	m	32	21,3	25	16,7	39	26,0	34	22,7	20	13,3

Continuation of table 1

To have rest out of mental activity	f	-	-	-	-	23	15,3	39	26,0	88	58,7
	m	-	-	-	-	19	12,7	31	20,7	100	66,7
Possibility of communication with other student	f	11	7,3	14	9,3	32	21,3	29	19,3	64	42,7
	m	15	10,0	9	6,0	27	18,0	34	22,7	65	43,3

However, only 6.6% of women dominated achievement motive, motives is related to the need to improve their health, while 66.7% did not consider this cause as one that could encourage them to implement motor activity of health improving orientation.

As for the procedural component of motivation girls to motor activity health perspective, it is decisive here was to obtain satisfaction from the exercise that the dominant motivation in it had only 14% of respondents.

Other motives, namely by us in the context of the task of health improving (the rest out of mental activity), achievement motive (to promote the effective implementation of various activities in daily life) and the possible respondents, any girl did not consider these motives to implement motor activity wellness in time out of classes.

However, only 9% of boys had dominant achievement motive, which is related to the need to improve their health, while 59.3% did not consider this motive as the one that could encourage them to implement motor activity.

As for the procedural component of motivation of boys to motor activity health perspective, which means receiving of pleasure from exercise, such motivation had only 18.7% of respondents.

Other options of respondents and motives determined by us (rest out of mental activity, effective implementation of various activities in daily life) in the structure of the motivation of boys to improving motor activity direction were not represented. In other words, no guy did not consider these as reasons that may induce definite type of activity in everyday life.

So at the beginning of studying at the university students motivation to motor activity with health orientation predominates effective component, and the structure of the girls and boys differs partially. However, the poor state of the implementation of this activity, which is inherent in the vast majority of students, is caused by low levels of appropriate motivation (generally absent in 66.7% of girls and 59.3% boys) and by failure to identify important for the present and future life goals: improve and maintain a high level health (including mental rest after work), facilitating the implementation of a highly professional and domestic activities.

So important factor for improving of the current situation is the knowledge and eliminating the causes that hinder students the opportunity to perform in out of classes time physical activity. Obtained in connection with this information showed that the dominant cause of 32.7% of girls and 34.7% of boys are the absence of a desire, respectively 16% and 12.7% – the priority of a certain number of individual cases, 11.3 % and 12% – load of educational objectives, 5.3% and 8% – no section of the favorite sport (table. 3).

Table 3

The reasons that complicate the HEI first year students' realization of physical activity of health improving direction during after-classes time

Reasons	sex	Degree og influence (male – n=150, female – n=150)				
		Extremely strong	strong	normal	partially	missing
Educational business	f	11,3	14,7	19,3	20,7	34,0
	m	12,0	16,7	16,7	26,0	28,7
Social business	f	-	3,3	4,0	9,3	83,3
	m	-	1,3	2,0	6,7	90,0
Personal business	f	16,0	21,3	20,0	27,3	15,3
	m	12,7	19,3	24,7	23,3	20,0
Family business	f	4,0	8,1	9,3	17,3	61,3
	m	1,3	5,3	6,1	9,3	78,0
Lack of desire	f	32,7	22,7	18,0	10,0	16,6
	m	34,7	25,3	16,0	12,0	12,0
Missing of favorite sport section	f	5,3	7,3	12,7	13,3	61,4
	m	8,0	10,0	9,3	12,7	60,0
Lack of finance to pay for section visiting	f	-	4,7	6,0	8,7	80,7
	m	1,3	7,3	9,3	8,0	74,0

Summarizing varying degrees of influence of examined reasons on the student to perform in out of classes time physical activity wellness orientation we can conclude that the absence of a desire is crucial for 83.4% of girls and 88% boys, the priority of a number of personal cases – accordingly to 64.7 % and 80% load training tasks – 66% and 71.3%, no section of the favorite sport – 38.7% and 40%.

Thus the lack of desire and personal priority cases not related to the study, are the main reasons for the absence of the vast majority of first year university students in exercise motivation in out of classes time motor activity health perspective, the result of this – the poor state of this activity in practice.

Conclusions.

1. Majority of first year university students had very low actual motivation for improving of motor activity, because such motivation occurs mainly during the mandatory classes, but its volume in out of classes time is significantly low from the necessary of the minimum.
2. In already formed motivation the component of effectiveness dominates, the structure in girls and boys at some point is different, and the poor state of it caused by uncertainty for present and future life goals (primarily to improve and maintain a high level of health and performance of highly professional and household activities), because goal formation is crucial for the productive component of motivation. Therefore there is a lack of desire to perform physical activity of health orientation at out of classes time which and secondary priority goals – personal matters not related to the development and improvement.

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У статті досліджено ефективність змісту фізичного виховання у формування мотивації студентів до рухової активності оздоровчої спрямованості. Встановлено недостатню ефективність чинного змісту у вирішенні означеного завдання: у більшості студентів актуальна мотивація до такої активності є низькою, оскільки її вияв відбувається, переважно в ході обов'язкових занять, а обсяг у поза авдиторний час значно менший від необхідного мінімуму; сформована мотивація відзначається пріоритетом різних цілей, але не пов'язаних з руховою активністю оздоровчого спрямування.

Ключові слова: мотивація, студенти, рухова активність оздоровчої спрямованості, фізичне виховання.

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