Motivation formation for physical-health-improving lessons

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Abstract: Correct physical upbringing at a higher educational establishment demands knowledge and taking into consideration age-related peculiarities of students' organism development. In accordance with these peculiarities physical upbringing objectives are concretized, means and methods of their solution are specified, the degree of load on the organism is determined. Materials. The article is about different techniques and ways of motivation formation among students for physical culture and sport and also about the reasons why students are unsatisfied with physical culture lessons at a higher educational establishment. Methods. Literature analysis and summarizing; observation; survey; questioning; mathematical statistics. Results. The main role in personality orientation formation belongs to realize motives, which are formed from a person's needs. The research results proved that motivational interest of Brest State Technical University building faculty students at physical culture lessons isn't high and it influences their health and working capacity. After studying students' preferences and desires, the conclusion was made to change physical culture lessons organization, in order to increase students' motivation. Conclusion. Students lead sedentary lifestyle, face the problems, connected with educational load increase, relative freedom of students' life, the problems in social and interpersonal communication. These problems lead to motivation decrease among students for physical culture and sport lessons, the level of their individual health, mental and physical working capacity, physical development and physical readiness decrease. Great importance gains the structure of motivational interest in physical culture lessons among students, the search for the ways of its increase.

Keywords: questioning, motives, health, young people.

Introduction

In the system of young people education physical upbringing plays a great role. Physical culture as the part of general culture is directed at a person's physical and psychophysiological potential development, his working capacity, social and creative activity increase. The role of physical culture in social health-improvement increases. There is the tendency of the health and physical readiness level decrease among students, the increasing threat of taking drugs and alcohol among young people. Their interests transfer from spiritual values to material ones, their excessive enthusiasm about computer games with the elements of aggression, cruelty and low-grade culture.

The aim of the research is to determine the forms and methods of students' motivation formation for physical culture lessons.

Objectives:
1) to define life values of students;
2) to characterize the motives for physical and sports activity;
3) to reveal the main directions of physical culture, which attract students to go in for lessons.

Materials and Methods:
1) literature analysis and summarizing; 2) observation; survey; 3) questioning; 4) mathematical statistics.

Materials. Healthy life style notion is mainly connected with physical-mass events, but real health improvement demands constant self-discipline,
self-actualization, concern to have balanced mental and physical activity.

Special place in psychological support of sports activity plays motivation. It stimulates a person to go in for physical culture and sport. It is known that physical culture and sport have much in common with the notion “game”. Motives for a game are in a game itself. A person is attracted not only by some outer for a game circumstances like, for example, in labor activity. Very often fulfilled by a person work only indirectly satisfies his life needs. It gives him means, which he can use, direct sense of satisfaction, connected with participation in a game. A person feels need for physical culture and sport. It is conditioned by satisfaction. It is caused by sports activity itself and by success achieved in it [7].

The motives stimulate a person to go in for physical culture and sport, have their structure. Direct motives of sports activity are the following: need for the sense of satisfaction, received from muscular activity; need for aesthetic pleasure, received from own beauty, power, endurance, quickness, flexibility, dexterity; desire to show oneself in difficult, even extreme situations; desire to achieve the best results, prove own sportsmanship and win; need for self-expression, self-affirmation, aspiration for social recognition, fame. Indirect motives of sports activity are the following: desire to become strong, healthy; desire to train oneself for practical life through sports activity; sense of duty; need for sport through social importance of sports activity realization.

Motives of sports activity are characterized by dynamic character. We define several main functions of motives:

1) stimulating, which means activation of an individual, interest formation and support and also the aims of an individual realization;

2) directing, which provides the choice and the definite strategy and tactics of behavior and activity realization;

3) controlling, which provides individual’s behavior and activity control and correction through the dominating motivators, connecting his activity with the received results thinking over and critical analysis [3].

The need for movement is the base, inborn need of a man and animals. Different individuals have different degree of this need. It depends on genetic and social factors. Students' daily activity can differ in 2 and 3 times because of genetically predetermined need for activity in general and for movements in particular. Great need for motional activity have people with a strong nervous system. Their irritation prevails according to “inner” balance. Such people are more active at physical culture lessons and during trainings. That is why they are more successful in motional skills mastering and motional qualities development. Teachers speak about their great working capacity. However, greater activity of one student in comparison with other students doesn’t mean that he is more responsible. He needs bigger volume of movements, in order to satisfy the need for motional activity. For students with low motional activity additional outer stimulation is necessary: constant attention of a teacher and friends, encouragement, inclusion into mutual work with highly-active students.

Psychological (subjective) reasons for missing physical culture lessons are the following: no interest in physical culture lessons because the needs and skills of students are not satisfied at these lessons; strained relations with physical culture teacher; shyness of students, conditioned by low level of physical development and backbreaking tasks (which can cause mockery).

According to the data received by V.I. Ilinich [5], the results of the survey among students of different years of study, concern the influence of subjective factors on motives formation. They stimulate students for independent physical activity. They are presented in the following table.

These results prove regular influence decrease of all factors in motivational sphere of students from junior to senior courses. An important reason for psychological reorientation of students is requirements increase for physical-sports activity. Students underestimate such factors as spiritual enrichment and cognitive abilities development. These factors influence axiological-motivational mindsets of a personality. It is connected with educational-upbringing potential of the lessons and events decrease. Much attention is paid to normative indices of physical-sports activity, restricted range
of pedagogical influences.

Table – Subjective factors influence on motives formation, which stimulate students to independent activity, %

| Subjective factors                                      | I   | II  | III | IV  |
|---------------------------------------------------------|-----|-----|-----|-----|
| Satisfaction                                            | 57,8| 50,1| 43,5| 16,8|
| Correspondence with aesthetic sense                     | 51,7| 42,3| 30,4| 21,9|
| Personal importance of the lessons understanding        | 37,6| 24,0| 17,5| 8,3 |
| The importance of the lessons for collective understanding | 34,0| 22,8| 14,1| 9,6 |
| Social importance of the lessons understanding          | 30,9| 21,3| 12,6| 7,4 |
| Spiritual enrichment                                    | 13,2| 10,4| 5,6 | 3,1 |
| Cognitive abilities development                         | 12,9| 9,8 | 7,1 | 6,2 |

**Results and Discussion**

In order to reveal the motivation for physical-health-improving lessons among students a questionnaire survey was held. 82 students of the 2nd course from Industrial and civil engineering specialty took part in the survey (40 girls and 42 boys).

The results of the survey were the following:
- 57,8% of students (47 people) live in dormitory, 35% (29 people) live at home, 7,2% of students (6 people) rent the apartment;
- most second-year students estimate own health state as good - 65% (53 people), 35% of students consider their health state normal (29 people).

Answering the question “Do you have any bad habits?” only 35% of students (29 people) said “No”. 65% of students said “Yes, I smoke / drink alcohol” (53 people).

Another question was about food and it included several variants of answer. 21% of respondents (17 people) called their nutrition high-grade, 24% (20 people) called their nutrition balanced. 42,2% (25 people) have regular meals; 66,3% (54 people) think that they eat rationally.

The question about the sources and the degree of awareness, the influence of physical culture on an organism of a person owing to the Internet, 29% of students (24 people) said that the source of information were the teachers. It is connected with the lack of information concerning the question of physical upbringing at an educational establishment. Students have to search for information in additional literature.

Answering the question “Are you satisfied with Physical culture lessons at a higher educational establishment?” 24,6% of the respondents (20 people) mentioned, that they were fully satisfied with physical culture lessons, however, most students (76%) said, that they were only partially satisfied with the lessons (62 people).

30% of students go in for physical culture during their free time (25 people), 12% of students do it independently (10 people), 24% of students (20 people) don’t see any necessity to go in for physical exercises. 34% (27 people) don’t go in for physical culture because of subjective reasons, but realize the importance of the lessons. These results show that students are not satisfied with the lessons at a higher educational establishment and that is why most students prefer to train independently or additionally.

Most students, who don’t go in for physical culture systematically (47 people), mentioned as the main reason for it lack of money and material-technical support - 40% (19 people) and tiredness, 30% of students (14 people) mentioned the absence
of desire to go in for sports. Also 30% (14 people) mentioned the absence of skills and habit to train. The results say about general commitment of students and lack of money for additional training in a gym. It is connected with the absence of free lessons in different sports sections.

Answering the question “What additional health-improving activity do you prefer?” (the question also had several variants of answers) most girls said, that they prefer non-traditional kinds of physical culture exercises - 80% (32 people). Boys camps 40% (33 people).

The results of this question correspond with the questions concerning satisfaction with the lessons at a higher educational establishment and the reasons why students refuse additional activity.

Dominating motivation of going in for physical culture girls consider the desire to improve body, bearing, lose weight - 70% (28 people); among secondary motivations the leading place takes the desire to improve health - 20% (8 people) and “motional hunger” satisfaction, desire to play, move.

Among boys dominating motivation is also body shape improvement and muscle mass increase - 57% (24 people). Among secondary motivations was “motional hunger” satisfaction and desire to move 43% (18 people) (picture 2).
Answering the question about the attitude to extracurricular forms of activity most students were “positive” - 82% (67 people) or “rather positive” – 18% (15 people) and it shows students’ desire to broaden their motional experience by means of new, non-traditional forms of physical activity. There were no students, who were negative about camping trips.

According to the research results study and handling it turned out that motivational interest of Brest State Technical University building faculty students in physical culture lessons is at a very low level. Girls prefer going in for non-traditional kinds of physical activity. They are not included into the program of a higher educational establishment and demand great financial investment. Boys prefer power athletics, but there are no free sections. It directly influences health state and working capacity of students. However, most students go in for physical culture out of higher educational establishment. Others would like to do it, but can’t afford it. It proves insufficient physical work organization at a higher educational establishment. It doesn’t satisfy the interests and demands of students and is not able to support motivational interest. Having studied students’ preferences and demands we came to the conclusion that it is necessary to change the organization of physical culture lessons in order to increase students’ motivation for them.

First of all, it is necessary to mention, that motivational orientation and interests in the sphere of physical culture and sport among girls and boys differ. That is why they should train separately. They should have different normatives, different orientation of lessons. The theme selection is not limited by the definite kind of sport because of no strict sports orientation. It is also possible to choose kinds of sport according to the interests, forms, means and methods of lessons organization. On the basis of our University it is possible to organize training at the gym, in the swimming pool, going in for different sport games for boys and non-traditional kinds of sport for girls in a gymnasium. It is also possible to organize excursions to ice arena, athletics hall, walking tours and running in the park.

Moreover, students demonstrated great interest in such forms of lessons organization, as camping trips and camps. They have a complex influence on an organism. They provide physical, psychic and moral-volitional qualities, endurance, team spirit development. They influence aesthetic sphere of a student, form the notion of beauty. They also provide healthy lifestyle values popularization. That is why they are the alternative for ordinary physical culture lessons and stimulate the interest in physical culture and an active life style.

**Conclusion**

Students lead sedentary lifestyle. They face the problems, connected with educational load increase, relative freedom of students life. They face problems in social and interpersonal communication. Students have no need for independent physical activity. It leads to motivation decrease among students for physical culture and sport lessons, the level of their individual health. It decreases mental and physical working capacity, physical development and physical readiness decrease of students. In this connection, great importance gains the structure of motivational interest in physical culture lessons among students, the search for the ways of its increase.

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