

VALUES OF PHYSICAL CULTURE AND SPORTS IN HIGHER EDUCATION

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ABSTRACT

This article investigates the values of physical education and sports, the attitude of university students to the participation in Physical Education and Training through questionnaires.

Keywords: Dynamic tendency, body mass, coefficient of variation, total fat mass, willpower qualities, emotional state, main motive.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The priorities of educational institutions in the development of mass sport and selection of talented youth place ever-increasing demands on the student's personality, the content of theoretical knowledge, the level of practical skills and abilities, his adaptation to dynamic and rapidly changing living conditions, health improvement, achieving high performance and constant physical activity.(1)

It is especially important for an individual to understand the importance of the impact of socio-cultural factors on values, as these factors provide each person with their own interests and abilities as well as maximum opportunities for a healthy lifestyle. One of the decisive factors in the physical and spiritual development of modern students is Physical Education, and it is considered as an academic course in the higher education system. Its task is to align the spiritual potential of human with the human body, to ensure the formation of full physical and spiritual maturity in students and to achieve the required level of functional capabilities and general physical fitness, high performance and creative sustainability.

Discrepancy between the requirements of the educational process and the level of student's health, inefficient organization of strengthening the physical state, the lack of development of physical education based on the health identified in the theoretical studies reveal the necessity of conducting experiment to found the pedagogical conditions for choosing the means of physical education and methods of organizing training to address these limitations (3).

The effectiveness of any activity, especially its outcomes, consists of a large number of components, among which the motivation of that activity plays a leading role. In the course of step-by-step research (questionnaires, surveys, confidential interviews), we found that there was a change in interest in physical education among modern students. The dynamics of these changes mainly reflect the consumerist attitude of students to the process and results of physical education. For example, at the beginning of education the main motive for engaging in physical activity for girls, was to pass a "test" - the need for assessment - 46% of respondents; improvement of posture (body structure) - 24%; achieving high sports results - 10%. Among the lightest students were competition - 8%, health promotion and the development of physical qualities - 7%.

Among teenagers, the main motive was to pass the "test" - 35%, to achieve high sports results - 22%, to improve posture (body composition) - 13%. The lowest interest was for the development of physical qualities - 9%; competition in sports - 8%, health promotion - 6%, as mental and emotional diversion - 4%, for broadening worldview -2% and as a way of communicating -1%.

The analysis of motivational indicators allowed determining that the orientation of motives did not change with a significant decrease in interest at the end of the academic year. In both girls (28%) and teenagers (27%), the most important motivation for attending classes was still to pass the "test", while 24% of girls and 16% of teenagers were motivated to improve their posture.

Attitudes toward the subject matter are also guided by the learner's self-assessment of success in mastering the material. In this regard, we studied the answers to the questionnaires conducted with students who assessed their own level of physical fitness, physical development, and mental state (Figure 1.1).

The girls rated their condition mainly as a high-level condition. 81% of them are satisfied with the state of their respiratory system, 72% their stature (body structure) and 71% with the state of the nervous system. 66% of girls are dissatisfied with their emotional state, 54% with their general level of physical fitness, 35% with the level of development of willpower qualities, 34% with the level of development of special physical qualities and 27% with cardiovascular system.

In the analysis of these indicators for teenagers, the greatest concern is the level of general physical fitness - 68%, respiratory system - 62%, willpower and posture (body structure) - 56%, emotional state - 48%, nervous system - 44% , the special physical qualities - 23%.

These results suggest that some students' hopes and beliefs about the benefits of exercise for their own health were not justified, particularly trainings changing their health indicators for the better yielded unsatisfactory results. In our opinion, this is what determines the attitude of students to the subject of "Physical Education" and participation in classes.

At the beginning of the academic period, when student attendance was studied on the basis of records in the class register, student attendance was 70-72% and mastery was 4 to 4.5 points. In senior students, these figures were 45-55%, respectively, and ranged from 2.6 to 3.3 points.

In the study of physical condition, we paid great attention to the dynamics of anthropometric characteristics of students during the period of study in higher education. We found an increase in body mass, arm and leg circumference due to the fat mass predominantly in girls and teenagers by the time they graduated from higher educational institution. The body mass of girls aged 17-18 years was 56.7 ± 0.53 kg, 59.2 ± 0.52 kg at the age of 19, 61.4 ± 0.65 kg at the age of 20 and at 21 was 61.8 ± 0.72 kg. However, the coefficient of variation was 11.3, respectively; 10.6 and 12.9%, respectively, indicating the presence of excess mass in most female students.

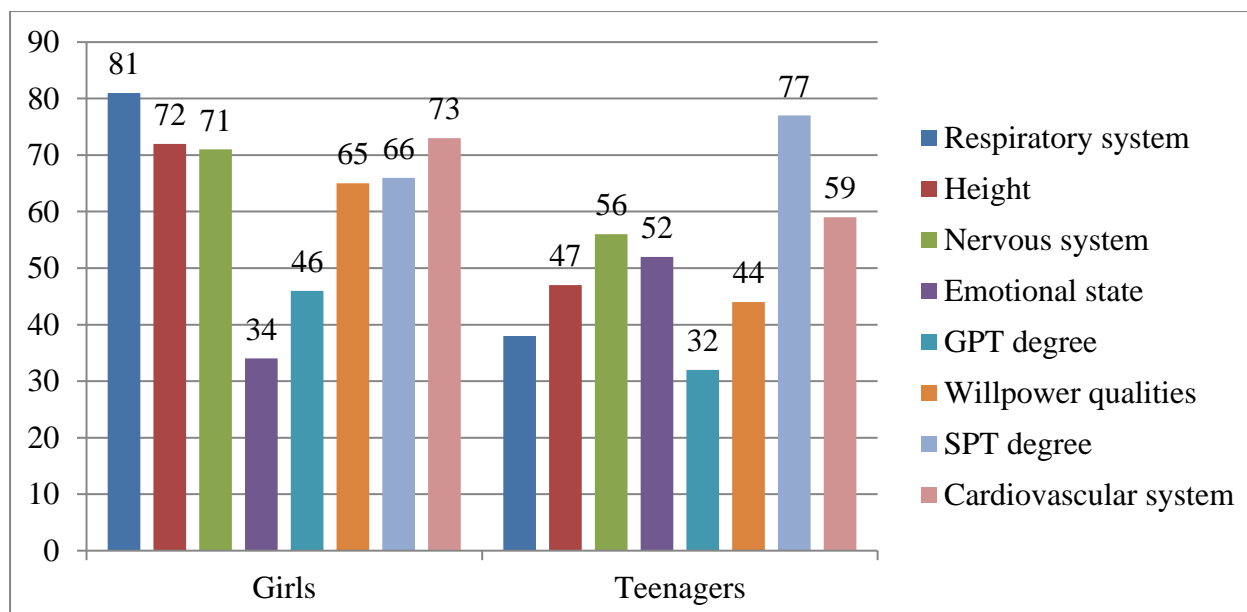


Figure 1.1. Satisfaction of students with their physical and mental condition, %

It is obvious that the increase in body mass occurs mainly due to the increase in total fat mass, and it increases statistically ($r < 0.001$) in girls by the age of 21 years. The total body fat mass of 17-18 year old girls was 10.4 ± 0.07 kg, at 19 11.6 ± 0.09 kg, 13.8 ± 0.13 kg at 20, and 14.3 ± 0.24 kg. at 21. However, by the age of 21 the coefficient of variation increases to 11.4%. This indicates that most girls at this age have a tendency to increase the body fat component. At the same time, the muscles of female students decreased significantly ($r < 0.05$) by the time of graduation. At the age of 17-18, this figure is 21.4 ± 0.29 kg, at the age of 19 20.3 ± 0.33 kg, at the age of 20 19.5 ± 0.4 kg and at the age of 21 19.8 ± 0.44 %. At 21, the coefficient of variation in muscle mass in girls was 16.9%, indicating a predominance of total fat mass. Morphologists believe that this is due to the low level of physical activity and physical fitness of the person. (2)

The dynamic trend in body mass of teenagers was similar to the trend seen for girls. They had a statistically significant increase in body mass by the age of 21 ($r < 0.05$). The total fat mass increased significantly ($r < 0.01$). At the beginning of the study period, in the 1-year this figure is 9.2 ± 0.07 kg, and at the end - 12.6 ± 0.16 kg. A significant increase in muscle mass ($p < 0.05$) was observed in teenagers by 21 years of age compared to girls. In students aged 17-18 years, this figure was 22.6 ± 0.42 kg, at the age of 19 - 23.4 ± 0.46 kg, at the age of 20 - 26.1 ± 0.52 kg, and at the age of 21 - 26.4 ± 0.57 kg. At the end of the study, the coefficient of variation was 16.3%, indicating that the development of muscle mass in the majority of subjects was not the same. (4)

In conclusion, this statistical material allows us to conclude that, generally, the physical fitness of students is at a sufficiently high pedagogical level, which is confirmed by a relatively high percentage (44.32%) of students with a high level of physical fitness, but at the same time the percentage of students with low physical fitness (55.68%) is also much higher. Consequently, there is still the need to reconsider the process of physical training of modern students, the search for new meaningful and effective technologies and approaches.

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