

HEALTH AS A VALUE IN THE FORMATION OF STUDENT-CENTERED MOTIVATION OF STUDENTS TO PHYSICAL EDUCATION

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Annotation. *Purpose:* definition of motivational value to the health needs of students, due to the region of residence. *Material:* the study involved 780 students: girls – 522, boys - 258. Motivational needs for personal health were determined by questionnaire. Taken into account location and ethnic features. *Results:* it was proved that the majority of students have a low level of physical health. Defined regulatory role of personal motivation of students in relation to health. She said the motive of the desire to be healthy, uncertainty as to personal health, motivated desire to bad habits. The girls of the main regions of the Crimea was a state of uncertainty to personal health. In the ethnic group of girls - the pursuit of better health. The young men of the Crimean regions and ethnic groups dominant motif found desire for personal health. *Conclusions:* it was determined that the training sessions with the inclusion of elements ethnopedagogical orientation changed motivational needs of young people. Significantly increased motivation need to be healthy, it became less of students with an uncertain attitude towards personal health, decreased motivation to bad habits.

Keywords: students, regions, ethnic groups, physical education, health, motives.

Introduction

In modern physical education of students determination of students' motivational demands is rather important, considering regional, national priorities, specificities of physical loads and kinds of motion functioning. Studying of any functioning (educational or health related) is connected, first of all, with studying of targets and motives, of significance of this functioning for a personality [9].

Real solution of this problem is development of complex approach, which should envisage single requirements in system of comprehensive physical education on the base not only of agreed forms, mean and methods of influence on student's personality but also considering influence of previous regional, ethnic characteristics of residence. Also in the base of personality oriented training in physical education there must be principle of humanitarian direction [7] In order for physical education to become an efficient factor in personality-oriented education it is necessary to form positive motives for systemic trainings of physical exercises, value attitude to health that shall be the basis of youth's life functioning.

It has been proved that great number of modern students, who enter higher educational establishments, have insufficient physical fitness and low level of somatic health as far as insufficient motion functioning negatively influences on most of organism's functions and causes different diseases [2, 13-15].

At the same time, strive for rational foundation of demand in physical trainings, in healthy life style of youth environment points at denying of this principle by most of students. It does not mean that students do not understand theoretical significance of physical culture or do not understand harm of smoking, taking alcohol and drugs. Just it is difficult for them to overcome destructive standards of immobile way of life, which are formed in teen- agrees and young age [8]. In opinion of Ye.P. Ilyin [5 pg. 164] "mechanisms of harmful habits are connected with the fact that addiction to alcohol, smoking and etc. Is realized at cell, bio-chemical level. Habit is not an action but consume: person, for example, addict to smoke not because he (she) wants to have a cigarette in mouth, but because he (she) has a demand in nicotine, dependence on it. These habits show clearly their motivation role. Human actions already are connected not with motivational setting but with motive". It should be noted that in modern systems of students' physical education there exists a firm thesis about application of worked out complexes of exercises in combination with forces of nature and hygienic factors for formation of motion skills, special knowledge, education of physical qualities and comprehensive morphological-functional improvement of organism in compliance with requirements of society. Though it is not sufficient and, as V.N. Irkhin [6] thinks, it is necessary to mark out factors, which facilitate formation of students' positive motives for studying, which could be used in physical education, in understanding of theoretical and practical significance of mastered knowledge that, in its turn, would facilitate strengthening of health.

Student's age is characteristic also by optimal physical and mental abilities. But often, at the same time, there exist "scissors" between these optimums and their actual realization. It is undoubted that rising creativity, mental development, but not always rising physical condition, which are accompanied by development of handsome appearance, have some concealed illusions that these process will be endless, that ahead is still better life and more perfect health. Though non-motivated risk, inability to foresee after effects of own actions, which could sometimes have indignant motive, can cause in the future negative after effects in health [10].

Thus, researches in the field of students' physical education continue to point at deficit of students' motion functioning, owing to which there appear problems with students' health. Authors want to solve this problem with the help of formation of interest and demands in systemic physical trainings, education of healthy life style in favor of student's personality and society. To the largest extent it concerns deported peoples, who inhabit territory of Crimea.

Researches of N.D. Sultanova, F.A. Chernyshova [11] witness that migration sharpens health problems, create state of discomfort, increased emotional tension. It is characteristic that there are practically no researches, which would elucidate personality-oriented motivation of students in ethnic groups for physical education at HEE as health related mean.

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Purpose, tasks of the work, material and methods

The purpose of this article is determination of motivational demands for students' health, conditioned by region of residence.

Results of the researches

Motivational demands in personal health were determined by questioning of 1st, 3rd years students, considering place of residence and ethnic characteristics, in compliance with administrative-territorial division of AR Crimea. &80 students took part in the research: 522 girls and 258 – of boys.

Basing on recommendations of V.I. Tropnikov [12], we adapted and worked out methodic for determination of different circumstances, which forced students to mark reasons of own health.

Results of the conducted questioning, which determined students' attitude to own health, permitted to find motives of 1st and 3rd year students' demand in being healthy. Thus, we determined main motives, which characterize students desire to have good health. Importance of these motives is in the fact that main task of physical education is strengthening of youth's health as well as orientation of physical trainings on achievement of appropriate physical standards, which form attitude to health as to value. In this connection, in students' answers we determined the following motives:

Motive for being healthy means, first of all, care of own health, wish to receive high mark of own health from surrounding people, life and habits to be subordinated to support and preservation of health, not to act for harm of health, realize HLS, i.e. to be self-esteeming owing to good health.

Uncertainty in attitude to own health was noticed in uncertain answers, in compromise decisions, in not understanding of health improvement, i.e. demand in being healthy was absent.

Motive of harmful habits is characterized by absence of care of own health, desire to entertain with life, damaging health, by which to do everything, even if it is harmful for health; this motive was not denied; the questioned did not want to follow HLS.

Analysis of girl students' questioning resulted in the fact that the most frequents was uncertainty in attitude to personal health. In 1st, 2nd years' girl students it dominates in the following way accordingly: from little towns of Crimea (47.9%; 44.6%), from Simferopol (43.1%; 46.4%), from countryside (46.0%; 41.3%), girls from Ukraine (45.4%; 37.8%), ethnic group (39.2%; 39.8%).

For 1st, 2nd years' girl students the second by importance was motive of health strengthening. Accordingly: from little towns of Crimea (32.3%;36.4%) from Simferopol (41.2%; 39.3%), from ethnic group (43.4%; 46.1%) and the lowest – girls from countryside (34.3%; 34.7%).

At the same time 1st, 2nd years' girl students manifested demand in harmful habits (sub culture), which distributed in the following sequence: from little towns of Crimea (19.8%; 19.0%), from Simferopol (15.7%; 14.3%), from countryside (18.7%; 24.0%), girls from Ukraine (16.6%; 20.0%), ethnic group (17.4%; 14.1%).

So attitude of 1st, 2nd years' girl students to own health did not become a dominating motive and it witnesses about unsatisfactory knowledge about factors, which form value of health in young age.

1st and 3rd year boy students showed the following attitude to personal health. Dominating motive from them was demand in good health (self esteem). It was proved in the following way: from little towns of Crimea (45.4%; 41.9%), from Simferopol (47.8%; 49.8), from countryside (40.4%; 43.9%), students from Ukraine (43.1%; 44.4 %), ethnic group (46.4%; 42.3%).

The following was determination of uncertain attitude to own health; it was as follows: from little towns of Crimea (32.0%; 42.6%), from Simferopol (30.7%; 22.4), from countryside (41.1%; 29.3%), students from Ukraine (27.6%; 32.3 %), ethnic group (15.6%; 33.1%).

Motive of harmful habits attracted 1st and 3rd year boy students was as follows: it was as follows: from little towns of Crimea (22.6%; 15.5%), from Simferopol (21.5%; 24.8.), from countryside (18.5%; 26.8%), students from Ukraine (29.3%; 23.3 %), ethnic group (38.0%; 24.6%).

Thus, we determined presence of dominating motives and state concerning personal health of 1st and 3rd year boy students.

In process of analysis of answers we found regularity, which implies the fact that boys and girls have certain demands in personal health. At the same time we observe possibility of negative and even harmful habits among some part of students, especially those, who were uncertain how to preserve and strengthen health. Besides, literature sources permit to affirm that the best mean for formation of positive motivation for health strengthening is physical education means.

Basing on one of main physical education's principles – health related orientation, which ensures orientation of physical exercises on achievement of high level of health – we observed formation of students' motivation to personal health. In this connection at physical education trainings – we used pedagogic technology, which had a number of qualification characteristics, determining main components of positive motivation's formation to systematic physical

exercises' practicing. They would have been worked out on the base of implementation of the following: tasks-targets, foundation of educational procedures; special preparation of students and teachers; realization of inter-disciplinary links; application of sub-system of current and operative monitoring of physical-culture, health related, educational and mental achievements of students as well as by mean of implementation of new pedagogic technologies, built on the base of ethnic pedagogic.

After implementation of those characteristics as well as physical exercises, oriented on health's strengthening, motivation demands in personal health of 1st year girl students noticeably changed in the following way: from little towns of Crimea by 27.4%; from Simferopol by 11.0%; from countryside by 18.7%; girls from Ukraine by 29.7%; ethnic group – by 29.6%.

State of uncertainty in attitude to own health of 1st year girl students reduced as follows: from little towns of Crimea by 19.7%; from Simferopol by 11.0%; from countryside by 18.7%; girls from Ukraine by 20.6%; ethnic group – by 20.2%.

Motivation demands to harmful habits of 1st year girl students reduced as follows: from little towns of Crimea by 9.5%; from Simferopol by 20.9%; from countryside by 34.8%; girls from Ukraine by 24.7%; ethnic group – by 26.7%.

State of uncertainty in attitude to own health of 3rd year girl students reduced as follows: from little towns of Crimea by 14.4%, from Simferopol by 12.7%; from countryside by 21.0%; girls from Ukraine by 19.4%; ethnic group – by 22.2%.

As a result of application of health related means as well as lectures, personal talks we reduced motivation demands to harmful habits of girl students in the following way: from little towns of Crimea by 9.3%; from Simferopol by 7.2%; from countryside by 13.8%; girls from Ukraine by 5.3%; ethnic group – by 6.5%.

Analysis of boys' motivational demands to personal health showed the following improvement: from little towns of Crimea by 22.8%, from Simferopol by 17.2%, from countryside- by 28.8%, students from Ukraine - by 36.6%, ethnic group – by 29.8%.

Results, which characterized state of uncertainty in attitude to own health, also decreased. This reduction was as follows: boys from little towns of Crimea by 13.8%, from Simferopol by 8.7%, from countryside- by 20.6%, students from Ukraine - by 18.8%, ethnic group – by 5.3%. We implemented in educational process methodic, which stipulated orientation of pedagogic technologies on guaranteed achievement of educational targets on formation of individual conception – stimulation of value orientations on preservation and perfection of personal health. For example, after implementation of these pedagogic technologies motivational demand of 1st year boy students reduced as follows: boys from little towns of Crimea by 9.0%, from Simferopol by 6.7%, from countryside- by 8.3%, students from Ukraine - by 17.8%, ethnic group – by 24.5%.

Concerning 3rd year boy students, indicators of desire to be healthy improved in the following way: boys from little towns of Crimea by 24.5%, from Simferopol by 12.2%, from countryside- by 17.1%, students from Ukraine - by 22.9%, ethnic group – by 21.4%.

State of uncertainty to own health of 3rd year boy students reduced as follows: boys from little towns of Crimea by 16.7%, from Simferopol by 7.7%, from countryside- by 7.6%, students from Ukraine - by 11.9%, ethnic group – by 12.7%.

At academic classes we offered methodic oriented on rejecting of harmful habits' motive and accepting of motive of health preservation and its existence in system of personal motives. This methodic facilitated decreasing of 3rd year boy students' harmful habits in the following way: boys from little towns of Crimea by 7.8%, from Simferopol and countryside- by 9.5%, students from Ukraine - by 11.0%, ethnic group – by 8.7%.

So results of the research demonstrated that theoretically grounded and practically determined pedagogic conditions facilitated activation of formation of students' personal orientations for own health owing to physical education.

Conclusions:

Thus, organization of educational process on physical training with included methodic techniques, which form motivation demands in students' personal health create conditions for construction of required logical chain through realization of demands in health perfection; through involving of students in active physical exercises' training. Direct pedagogic influence on students creates conditions for positive strive for systemic physical exercises' trainings; for formation of knowledge, skills and desire to use physical culture means and methods for physical and mental perfection, transforming knowledge about motion functioning into motives of functioning, oriented on support of life activity and health.

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