

THE DEFINITION OF PSYCHOLOGICAL ASPECTS IN THE FORMATION OF STUDENT-CENTERED MOTIVATION OF STUDENTS FOR CLASSES IN PHYSICAL EDUCATION

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Annotation. An analysis of the publications, which demonstrates the importance of the emotional state in the formation of motivation as a psychological phenomenon. Shows the impact of physical education on the state of mental and emotional stress. Presented scientific analysis of psycho-emotional states in the 3rd year students with the region of residence and ethnicity. The study used survey results found that the circumstances are displayed on the psycho-emotional state of students. In their view, were: irritability, lack of confidence, fatigue, concern, guilt, etc. These conditions are more common in women of ethnic groups and from rural areas. It should be noted that the girls are very carefully described their emotional state and chose the answer in the questionnaire (sometimes), this response was dominant. Young men in many positions were more restrained. It is established that the formation of student-centered motivation of students to physical education should be adjusted in their emotional state. In this strategy the learning process of physical education is built on individual, ethnic differences.

Keywords: students, psychological states, regions, ethnic groups, physical education.

Introduction

The problem of formation of personality-oriented students' motivation for physical education has been actualized in connection with pedagogical and psychological factors, main characteristics of which are high psychic and physical tension of educational process, which, in their turn, require good health. In this connection, in dynamics of students' teaching at higher educational establishments physical education becomes a basic foundation, including integrating chain of personal motion culture, keeping peculiarities of formation of every student's psycho-emotional and physical potential as an integrity. So, main accent in formation of students' personality-oriented motivation is directed to formation of holistic person, harmonization of his (her) mental-physical potential, development of individuality, originality and independence [15].

Most of psychic and physical properties at physical trainings are formed with the help of influencing on certain mechanisms, which ensure these properties by specific means of physical education. For example, scientists [17,18] proving importance of physical activity, point that there are three main components of personality's structure: psychic functional mechanisms, personality's experience and features, which successfully develop in the process of individual's mastering physical culture. Human psycho-emotional features are closely connected with social-pedagogic, ethical-volitional qualities, which characterize commitment of personality's mentality, his (her) ability to overcome obstacles when achieving target, resistance to failures on his (her) life way. Stability of personality's mind, his (her) balance, can be judged by the fact to what extent circumstances influence on mood and to what extent young people can control their feelings and behavior [24].

Physical culture activity facilitates mobilization of functional, psychological and physical organism's abilities, indirectly influencing on creation of the so-called "reserve" for responding environmental "contingencies", requiring urgent mobilization of human functional forces [1]. It has been established that stressing character of social-economical factors, ecological conditions, life conditions in modern society facilitate reduction of psychic and physical health of youth. In this connection, searching of adequate ways and methods of students' health and psycho-physical state strengthening become of special importance as well as development of health related technologies, which could ensure formation of steady personality's belief in necessity of physical culture, health related activity [16].

For improvement of students' psycho-emotional state it has been suggested to solve the tasks of methodological character, which would include tests for determination of psycho-dynamic organism's characteristics, development of integral means of estimation of psycho-physiological readiness for professional activity as well as development of technologies of operative and perspective controlling of physical conditions with the help of different kinds of sports and means of specialized physical training. In this connection there appears a problem of quantitative evaluation of psycho-emotional readiness, connected with demand in evaluation of different training programs' and kinds of sports' influence on students' state [2].

Psycho-emotional state is negatively influenced by: wrong organization of academic process, scope of physical loads, insufficient sleeping, irregular eating, insufficient being in the open air, excessive independent training – this negative chain results in significant worsening of students' health in the process of their study at HEE.

Methodic of selection of how to release psycho-emotional tension are the following: first of all solution of problem, which caused that tension and secondly – physical loads. Embedding of optimal stereotype of psycho-emotional tensions' release with the help of physical exercises shall be carried out in school age, but actually it does not happen. In students' age this stereotype shall only be supported, but not used for the first time. For health preservation school and higher educational establishment shall teach youth the means of releasing of psycho-emotional tension [19].

It is evident that selection of methodic of psycho-emotional tension's releasing shall cause motives for activity, directed to health preservation and satisfaction of demand to be in this state. Motivation, as a psychological phenomenon, ensures re-orientation of physiological processes in situational behavior's direction, which maintains health. Activation of demand in being healthy, reflecting in mind, becomes for a subject a factor, mobilizing adaptation reserves [23].

States of mind are variable and limited in time. Nevertheless they are more steady, than psychic processes. States of mind are connected with psychic processes and personality's features. Human states of mind are as variable as situations, which caused them. It is evident, that, depending on existing situation, state of mind can influence on result of intellectual, emotional activity [23].

Humanitarian paradigm of physical culture permits to enrich methodic arsenal of an instructor in educational process. It is connected with the fact that "physical education", as an academic subject, has complex structure; it includes influence on students' physiological systems, improvement of physical and moral-will qualities, psychological stability and its influence on nervous-emotional and mental sphere of students and is a process of planned systemic influencing on students under responsible supervision and guidance of instructors, who form students' physical culture of personality [6].

Results of our research prove the idea that physical education trainings of students shall involve specific and non-specific methodic, favorable for formation of their psycho-emotional sphere, improving mental workability and motion abilities [5, 21].

Thus, influence on students' psycho-emotional state requires application of physical education methodic on qualitatively new level in conditions, permitting to realize previously impossible didactic processes.

Psycho-emotional state of 3rd year students depends on peculiarities of their being in collective, motivation of obtaining higher education and successfulness of future profession. In this connection motive for mastering profession dominates that points at interest to studied activity but, at the same time, reduces motivation for physical exercises' practicing [12]. It has been state that deficit of motion activity of senior students is from 60.00% to 75.00% of the required for maintenance of normal health and physical condition. It results in noticeable reduction of students' physical and mental workability, in certain negative phenomena in psycho-emotional aspect [10]. Such situation conditions need in researches for determination of students' psycho-emotional state, considering specificities and content of physical education classes in poly-ethnic groups of Crimea higher educational establishments. At the same time it is necessary to recognize that that the quantity of scientific researches in this field is insufficient, that there is certain contradiction concerning organization of academic process in physical education at HEE against the background of existing problem of multi-national students' content in Crimea and considering psycho-emotional state and poor health.

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Purpose, tasks of the work, material and methods

The purpose of the article is scientific analysis of 3rd year students' psycho-emotional state, considering region of their residence.

The methods of the research: theoretical – analysis, generalization and systemizing of scientific literature data; empirical – questioning.

Results of the researches

351 3rd year students took part in the researches. The research was carried out at the beginning of academic year. The contingent of students was selected considering the fact that 3rd year students have obtained certain experience for the years of studying at HEE and adapted to specificities of organization, methodic and content of physical education trainings, which were conducted in compliance with requirements of State program.

Analyzing questionnaires of 3rd year girl-students we found some changes in girls' mood. For example 19.57% of ethnic group girls, 15.38% from countryside, 10% of girls from small towns of Crimea are bent to irritability; girl-students from Simferopol have less bent to such state of mind – only 8.16%; the most unstable is state of mind of girls, who arrived from Ukrainian regions – 23.80%. At the same time great number of the questioned chose variant of answer "sometimes". "Sometimes" girls from ethnic group are irritable (63.04%), from regions of Ukraine – 66.66%, from Simferopol – 68.37%, higher quantity of such answers were given by girls from small Crimean towns - 72.00% and countryside – 76.92%. Emotionally stable were the girls who could suppress irritability volitionally- 17.39% in ethnic group; 22.45% - from Simferopol; 16% from small Crimean towns and the least quantity of emotionally stable girl students were from countryside (7.69%) and from regions of Ukraine (9.52%).

To some extent differently was expressed "feeling of guilt and helplessness". It turned out that feeling of guilt and helplessness is specific for 10.86% of ethnic group' girls, nearly the same quantity – 11.54% for girls from countryside, a little bit higher for girls from Simferopol – 13.26%, for girls from regions of Ukraine – 19.04% and small towns of Crimea – 22%. Variant "sometimes" in average was given by 21.68% of the questioned without any substantial differences between groups. Concerning the absence of guilt-feeling and "helplessness" in particular, they were absent among girls from ethnic group (60.87%), from Simferopol (59.18%), from small Crimean towns - (52.00%), from regions of Ukraine – (61.90%), from countryside – (46.15%). It can be assumed that these girl-students are self-asserted and do not violate social relations, i.e. they are emotionally adaptive [22, c 492].

The next emotional factor was feeling of anxiety, in particular groundless anxiety. These emotions are present among nearly equal quantity of the questioned girl-students, in average – 12.98%. To some extent more such answers were given by girls from small Crimean towns – 18%. Variant "sometimes" was chosen by great number of girls –

62.91%. For example “sometimes” 54.35% of girls from ethnic group feel groundless anxiety, 63.26% of girls from Simferopol, 62% and 61.90% - nearly equal quantity of girls – from small towns of Crimea and regions of Ukraine, accordingly; 73.07% - girls from countryside. Feeling of groundless anxiety is absent at 20.41% of girls from Simferopol; 20.00% - girls from small Crimean towns; 19.04% - girls from regions of Ukraine; and the least quantity – 11.54% - girls from countryside; in average for 3.38% of the questioned it was difficult to answer this question.

In the process of educational activity it is very important to be able to concentrate attention and, sometimes, take necessary decision. That is why girl-students answered this question in the following way: it is difficult to concentrate attention or take necessary decision in ethnic group – for 6.52% of the questioned; nearly for the same quantity of girls from small towns of Crimea – 6.00%; for girls from regions of Ukraine – 4.76%. 27.55% of girl-students from Simferopol and 23.07% from countryside chose answer “it is difficult to concentrate attention or take necessary decision”. Answer “sometimes” was given, in average, by 54.70% of respondents; 67.39% - girls ethnic group, from Simferopol- 60.20%, from small towns of Crimea -56.00% - from countryside - 42.31% , from regions of Ukraine – 47.61%. 26.09% of ethnic group girl students can concentrate attention and take necessary decision, 30.77% - of girls from countryside, 38% - from small towns of Crimea, 42.85% - from regions of Ukraine and the least quantity of girls from Simferopol – 12.24%. Formation of attention and ability to concentrate it are greatly influenced by formation of dynamic stereotypes, owing to constant working regime. It should be underlined that in studying activity students shall be attentive to receiving tasks.

Sharpened sense of lack of self confidence, of own abilities was noted by 3.83% of the questioned girl-students with 16.52% of such girls in ethnic group. Answer “sometimes” was given 39.13% of girls from regions of Ukraine; 38.09% - girls from Simferopol and 42.86% - from countryside; 42.31 and less were such answers from students from small towns of Crimea up to 34.00%. 44.35% of ethnic group girls were self asserted and confident in own abilities; 52.38% of such girls were from regions of Ukraine; 55.10% - from Simferopol; 54.00% - from small towns of Crimea and 50.00% - from countryside.

Thus, 3rd year girl students can clearly determine conditions, in which they live, and master their future profession.

Among factors, which influences on emotional state of girl-students, there are physical and mental loads, resulting in tiredness. Increased tiredness was noted by girl-students in their answers by 26.09% of ethnic group girls; 36.73% - by girls from Simferopol; 24.00% - by girls from small towns of Crimea; 33.33% - by girls from regions of Ukraine and only by 15.38% - of girls from countryside. Answer “sometimes” was given in average by 40.18% (by regions – from 35.71% to 47.61%). No tiredness was felt by 32.61% of ethnic group girls; 27.55% of girls from Simferopol; 34.00% of girls from small towns of Crimea; 19.04% of girls from regions of Ukraine and 46.14% of girls from countryside.

On the one hand tiredness is an important factor of human activity as far as it prevents from extreme exhaustion of organism, its transition to pathological state, being a signal to stop working and start relaxing. Alongside with it tiredness plays substantial role facilitating training of organism’s functions, their improvement and development, but on the other hand it results in reduction of organism’s workability, not saving energy consumption and weakening of organism’s functional reserves. This side of tiredness is unfavorable one; it breaches long term endurance of loads [20, pg.234].

In this connection an important factor of psycho-regulating mechanisms of tiredness is sleeping, quantitative and qualitative adequacy of which is a mandatory condition for normal organism’s functioning.

Sleeping disorders and sense of permanent tiredness was noted in average by 9.35% (by regions – from 6.12% to 14.28%). “Sometimes” there appear sleeping disorder at half of ethnic group girls – 50.00%, a little higher percentage belongs to countryside girls – 61.54%; less percentage is peculiar to girls from Simferopol – 47.96%, small towns of Crimea – 40.00%, girls from regions of Ukraine – 38.09%. 41.30% of ethnic group girls have good sleep without sense of tiredness; 42.85% of girls from regions of Ukraine; 48.00% - girls from small towns of Crimea; less quantity – 38.77% - girls from Simferopol and 30.77% - countryside girls. O.Yu. Davydov, S.V. Novakovskiy also confirm in their work that students’ workability is reduced owing to deficit of sleeping [8, pg.71].

Analyzing girl-students’ answers to question “no interest to own appearance”, we found that in average 3.21% of the questioned noted the absence of such interest; answer “sometimes” was give in average by 6.88% of respondents. 93.48% of ethnic group girls, nearly the same quantity – 95.92% of girls from Simferopol and 95.23% of girls from regions of Ukraine pay great attention to their appearance; percentage of countryside girls is a little bit less – 76.92% and percentage of girls from small towns of Crimea is 88.00%.

Thus, 3rd year girl students understand that their appearance is a visit card for future profession and proper job. Appearance depends on eating, on appetite. Only 2.71% , in average, noted absence of appetite. “Sometimes” absence of appetite was noted in the following way: 15.22% of ethnic groups’ girls; 31.63% of girls from Simferopol; 26.92% of countryside girls; 18.00% of girls from small towns of Crimea and 19.04% of girls from regions of Ukraine. 78.26% of girls from Simferopol have no problems with appetite and desire not to breach diet; the same concerns to 69.23% of countryside girls, 74% of girls from small towns of Crimea and 80.95% of girls from regions of Ukraine. So quite noticeable is girl-students’ attitude not only to factors, which ensure psycho-physical complex but also to form careful attitude to own health, required for future activity.

Regarding components of psycho-emotional state of 3rd year boy-students we revealed that irritability is “often” peculiar to students from countryside (33.33%); to 8.57 % of boys from small towns of Crimea; 12.50% - ethnic

group boys; 25.53% of boys from Simferopol and to 9.09% of boys from regions of Ukraine. Boys, who chose answer “sometimes” did not differ by their opinions, depending on groups; greater quantity of such respondent belonged to countryside group – 41.66% and to Simferopol group – 40.12%; half of the questioned of ethnic group – 50.00% and 21.42% - boys from small towns of Crimea; 27.27% of respondents from regions of Ukraine. Students, who are able to suppress this quality by will, who can restrain their emotions, answered in the following way: 31.25% of ethnic group boys; 29.78 of boys from Simferopol; nearly the same quantity – 28.57% - boys from small towns of Crimea; 36.36% from regions of Ukraine and only 8.33% of countryside boys. Thus, personality’s will qualities, which are, as it is known, in the base of character, are realized in external activity. At the same time physical exercises is a reliable method to avoid bad mood [22, c.440].

The following components, which influence on boys’ behavior, are senses of guilt and helplessness; answers of 3rd year boys were the following: 9.37% of ethnic group boys; 14.89% of boys from Simferopol; 7.14% - boys from small towns of Crimea; 9.09% - boys from regions of Ukraine; among countryside boys there were no such respondents. Answer “sometimes” was chosen by: 31.25% of ethnic group boys; 36.36% of boys from regions of Ukraine; 25% - countryside boys; 14.89% of boys from Simferopol and 14.28% of boys from small towns of Crimea. Half of boy-students were completely self-asserted. For example, there was nearly same quantity of such students in ethnic group and in group of boys from Simferopol -59.37% and 59.57% accordingly; a little bit higher quantity – 66.66% - boys of countryside and 71.42% from small towns of Crimea; 54.54% - from regions of Ukraine. So, 3rd year boy students think that their behavior meet social standards.

Sense of trouble and groundless anxiety, as form of mind, which is realized in reflection of being according to motives and demands of personality, were shown in students’ answers in the following way: 14.25% of students from small towns of Crimea; 6.38% - of boys from Simferopol; 9.09% - students from regions of Ukraine. “Sometimes” was answered: by ethnic group students – 31.25%; by students from Simferopol – 31.19%; by students from small towns of Crimea – 35.71%; by students from regions of Ukraine – 9.09%; by countryside students – 41.66%. No trouble and sense of anxiety are peculiar to 53.12% of ethnic group students; 48.93% - of students from Simferopol; 42.85% of students from small towns of Crimea; 33.33% of countryside students and 27.27% of respondents from regions of Ukraine. We can assume that students, who do not bent to sense of anxiety, think constructively and control emotions and behavior. Results of researches [22, pg.222] prove that anxious person has difficulties in realization of intellectual functions. Besides, for such person it is difficult to concentrate attention, he is easily distracted.

Positive answer to question «it is difficult to concentrate attention and take necessary decision” was given by 8.24% of respondents in average: 6.25% of ethnic group; 8.33% of countryside group. Answer “sometimes” was given by 31.25% of ethnic group; 34.04% of Simferopol group; 25.00% - by countryside group; 42.25% by group from small towns of Crimea and by 45.45% by group from regions of Ukraine. 40,62% of ethnic group students, 61.70% of Simferopol students, 14.28% of students from small towns of Crimea, 41.66% of countryside students and 45.45% of students from regions of Ukraine can concentrate attention and take necessary decisions.

Concentration and stability of attention are physiologically connected with prolonged concentration of excitation in one group of nervous cells. Ability of nervous cells to endure prolonged excitation is an indicator of nervous processes’ strength. That is why general type of human nervous activity manifests in concentration and stability of attention in different conditions [3,pg.165]. In this connection it is very important to train ability to long mental work, resistance to hypodynamia, ability to concentrate attention [7, pg.38].

An important aspect of student physical education’s organization is formation and training of self-assertion and belief in own abilities. Answering the questionnaire, some students recognized that they have sharpened sense disbelief in own abilities, absence of self-assertion”. There were such students: 15.62% in ethnic group; 4.25% in Simferopol group; 14.28% in group from small towns of Crimea; 36.36% - group from regions of Ukraine and no such students in countryside group. Some students chose variant “sometimes”, 31.39% in average. 65.62% of such students were from ethnic group; the rest – from 14.28% to 33.33% of the questioned. 15.62% of ethnic group students were completely self-asserted; 70.21% of such students were from Simferopol group; 71.42% - from small towns of Crimea; 58.33% - from countryside and 45.45% - from regions of Ukraine. So, for certain part of students formation of such personality features, which would ensure self-assertion and belief in own abilities, is of primary importance, i.e. they should orient their behavior on mastering knowledge, health improvement, practicing sports.

In their answers to questionnaire some of 3rd year boy-students noted increased tiredness. They were: 18.75% in ethnic group; 14.89% and 14.28% from Simferopol and small towns of Crimea, accordingly; 8.33% - from countryside; 27.27% - students from regions of Ukraine. Increased tiredness “sometimes” was noted by: 34.37% of ethnic group students; 36.17% - of Simferopol students; 50% - of countryside students; 21.24% of respondents from small towns of Crimea and 18.18% - from regions of Ukraine. Absence of tiredness was answered by: 46.87% of ethnic group respondents; 48.94% - Simferopol group; 41.66% - countryside group; 64.28% of group from small towns of Crimea and 54.54% - group from regions of Ukraine. In scientific researches it was stated that increased tiredness of 3rd year students usually is of 21-23% of the questioned [4, 25].

Students’ increased tiredness appears in connection with violation of daily schedule, as a result of poor physical condition. Our research showed that sleeping problems and permanent tiredness were peculiar to: 6.25% of ethnic group students; 8.51% of students from Simferopol; 27.27% of students from regions of Ukraine. “Sometimes” sleeping problems and permanent tiredness were present at 18.75% of ethnic group respondents; 21.27% - of Simferopol students; 21.42% - of students from small towns of Crimea; 27.27% - students from regions of Ukraine and

41.66% of countryside students. Sound sleep and absence of permanent tiredness were noted by 68.75% of ethnic group students; by 58.33% of countryside students; 79.21% - Simferopol group; 78.57 – small towns of Crimea and 45.45% - from regions of Ukraine. The same psycho-somatic students' response, which is present during period of studying, is mentioned by a number of authors [4, 25].

The next factor of students' psycho-emotional state is their attitude to their appearance. Absence of interest to their appearance is rather often among boy-students. Such students are: 3.12% of ethnic group respondents; 8.51% of Simferopol group; 9.09% - group from regions of Ukraine; 16.66% - countryside group. "Sometimes" was chosen by: 9.39% of ethnic group students; 2.12% - Simferopol group; 18.18% - group from regions of Ukraine. 87.5% of ethnic group students, 89.36% of Simferopol group, 100% of group from small towns of Crimea, 83.33% -from countryside group and 72.73% of the questioned from regions of Ukraine did not loose interest to their appearance.

As we can see, in the respondents' opinion, most of students, in average 86.58%, wish to look properly and do not loose interest to their appearance.

Sociological researches [9, pg.71] established that careful students' attitude to health is connected with eating. Our tested gave the following answers. Poor appetite was noted by 3.12% of the questioned from ethnic group; 7.14% - from group of small towns of Crimea. Answer "sometimes: was given by 21.87% of ethnic group students; 8.51% of Simferopol group; 14.28% - group from small towns of Crimea; 18.18% - group from regions of Ukraine and 33.34% - countryside group. No problem with appetite have 75.0% of ethnic group respondents; 85.0% - Simferopol group students; 78.57% - students from small towns of Crimea; 81.81% - students from regions of Ukraine and the least quantity – from countryside – 66.66% of respondents. So, 3rd year students reasonably estimated importance of healthy eating (good appetite), which is an important condition of successful studying.

Thus, students' psycho-emotional state manifested in irritability, sense of guilt, anxiety, lack of self-confidence, tiredness, loosing of appetite, sleeping problems, absence of interest to appearance. All these responses, states and organization of educational process are in integral unity. In this connection formation of personality-oriented motivation shall consider all signally-significant components both of environment and emotional state, which is main mechanism of internal regulation of psychic activity and behavior, oriented on satisfaction of demands [11].

Conclusions

Information about psycho-emotional state of students, who live in different regions of Crimea, obtained in the process of questioning, witnesses that it is necessary to include physical exercises, oriented on releasing of emotional stresses and facilitating successful students' study, in academic classes.

It is envisaged to carry out further researches in order to study other problems, connected with physical condition of higher educational establishments' students.

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