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PECULIARITIES OF FEMALE STUDENTS' MOTIVATION FOR PHYSICAL EXERCISES

The paper aims to investigate the impact of the developed fitness technology on female students' motivation for physical education classes. The suggested fitness technology for 17-20-year-old girls takes into account a number of important factors: the type of body type, the level of physical fitness and students' physical health. Depending on these factors, the planning of load components was carried out. The experiment involved 51 girls aged from 17 to 20 years, who were divided into experimental (n = 25) and control (n = 26) groups. In the control group, classes were conducted according to a program that provided for the development of only those physical qualities that are necessary for the successful assimilation of motor activity techniques. Students of the experimental group were suggested to use the developed fitness technology, taking into account their individual characteristics. According to the questionnaire of A. Shaboltas "Motives that Encourage to Do Sports" it has been discovered that the developed fitness technology positively affects the motivational sphere of girls. The developed questionnaire, which was used after the study in both groups, showed positive results – most female students were happy to attend Physical Culture lessons and understood positive effect of sport on their health.

Keywords: *technology, fitness, motivation, physical qualities, sports, girls, students.*

Introduction

The preservation and strengthening of younger generation's health is one of the important challenges of the society [1]. Students, especially first-year ones, are the most vulnerable link of youth, due to the fact that they face a number of difficulties associated with the increase of workload, weak motor activity, problems in public and personal life. Besides, modern students are the basis of our country's labor supply, they are future parents, and their health and well-being are the key to the health and well-being of the entire nation. In connection with the foregoing, the studying of modern young people's motives, interests and need for physical exercises is of extreme significance [5; 6].

Motivation for physical activity is a special state of a personality, aimed at achieving the optimal level of physical fitness and ability to work [11].

The formation of interest in physical education and sports is a multi-stage process: from the first simple hygienic knowledge and skills to deep psychophysical knowledge of the theory and methods of physical education and intensive sports [8].

Unfortunately, most students do not have a desire to study. As a rule, they have poor knowledge about health, healthy lifestyle, nutrition, prevention of diseases, etc. Only systematic physical exercises and sports can ensure the achievement of the necessary level of physical qualities and skills maturity. It is known that under the influence of systematic physical training, a number of positive changes occur in the body: metabolism, activity of cardiovascular and respiratory systems, the level of physical fitness, and performance are getting increased. Regular physical exercises slow down the process of aging muscles, help maintain strength, flexibility and beauty of body, improve posture; stabilize blood pressure, pulse, help the organism cope with fatigue and stress, and also significantly improve overall physical fitness [2, 7, 14].

This goal can be achieved only if a Physical Culture teacher focuses his/her activity on the formation of students' motivation for physical culture, taking into account their interests and skills, as well as on defining those types of motor activity which in the future will be able to make students interested in these classes. The variety of teaching methods in many cases causes interest and desire

of students to do physical exercises in general and be engaged into fitness in particular [3, 10, 12].

In order to achieve this goal, it is necessary first of all to take into account individual abilities, as well as the interests of different students, and secondly, it is necessary to form students' conscious need for physical culture, healthy lifestyle and preservation of their health.

In recent years, psychologists and educators have become increasingly aware of the role of positive motivation for learning. A great number of scientific and methodological works of leading scientists are dedicated to the search for means of increasing the efficiency of physical education of students: V. Davydov, A. Shamardin, G. Krasnov [2]; N. Dovgan [3]; T. Ivchatova, Yu. Soboliev, I. Karpova [7]; L. Shuba [10]; B. Bergier, A. Tsos, J. Bergier [11]; N. Zavydivska, O. Khanikiants [13]; and the issue of increasing motivation to study physical culture was considered in the scientific works of such scholars as: K. Zakirova, I. Fokina [5]; S. Zanyuk [6]; R. Matveyev [8]; M. Starchekov [9]; C. Mowling, S. Brock, K. Eiler [12].

But the issue of searching for effective programs, techniques and technologies for increasing students' motor activity in order to improve their health and physical fitness by means of implementing modern fitness technologies that would promote the development of positive motivation for physical education, form the bases of independent health activity in the system of education in higher educational institutions and leisure time, is still understudied and relevant.

The paper **aims to** examine the impact of the developed fitness technology on students' motivation for physical culture training.

Research Methods

Participants. The experiment involved 51 girls from 17 to 20 years old who were divided into experimental ($n = 25$) and control ($n = 26$) groups. All participants according to the state of their physical fitness were included in the main medical group.

Research organization. The experiment was conducted from February, 2016 till December, 2016, taking into account the vacation period. The students of the control group were engaged in a program that provided the development of only those physical qualities that were necessary for the successful mastering of the technique of motor activity. During holidays, no tasks regarding the development of physical qualities were proposed. The students of the experimental group conducted classes with the use of the developed fitness technology, taking into account their individual characteristics. When constructing our fitness technology using fitness varieties, we took into account a number of important factors: the type and nature of exercises, the amount and intensity of sessions, the number of repetitions, the frequency of training sessions and the duration of work, rest intervals, etc. Besides, we used various respiratory exercises, which contributed to the restoration of the body after significant workloads [4, 14]. For the vacation period the students of the exper-

imental group were offered various physical exercises that would be desirable to do during summer holidays. They were selected in such a way that the students were as comfortable as possible to do them [2, 6]. Besides, necessary equipment was also available regardless of location and recreation area. But when conducting our research, a very important aspect was the motivation of girls for physical education classes.

Techniques. In our study, A. Shaboltas' "Motives that Encourage to Do Sports" questionnaire was used [6, 10]. This is due to the fact that the control group was engaged in the common direction, and the experimental one used the suggested fitness technology. And we were interested to consider this aspect, compare the motives of both groups. This is due to the fact that the students interacted with one another and the achievement of the students of the experimental group partially influenced the motives of the students of the control group. The selected questionnaire suggests identifying the dominant goals in sports, and includes 10 motive-categories that relate to the specific expressions in the survey. The survey sessions were conducted twice a week at the beginning and at the end of the experiment.

After the experiment itself, we asked the students a few questions, regardless of the group in the research. They were aimed at revealing their points of view on general issues regarding physical exercises and sports.

Statistical analysis. The data obtained was processed using the Microsoft Excel program.

Research Results and their Discussion

One of the most promising directions of optimization of physical education is the rational use of effective means, methods and technologies for improving motor skills in order to increase the level of physical development, physical fitness, and strengthening of health.

A very interesting result was obtained in the process of questioning both groups before and after the experiment. According to the questionnaire of A. Shaboltas "Motives that Encourage to Do Sports", which included 10 questions, we obtained the following results:

1. The motive of emotional satisfaction – the desire which reflects the joy of movement and physical efforts. A statement: "Sports makes me happy because I can move and feel tension. It inspires me and raises my mood" is peculiar to this type. We had the following results according to it: before the experiment: control group – 16.6%; experimental group – 15%. After the experiment: control group – 17.4%, experimental group – 18.3%.

2. The motive of social self-affirmation – the desire to show oneself in sports, and at the same time to consider this success from the standpoint of personal prestige, friends' and spectators' respect. A statement: "I am engaged in sports because I am succeeding. My friends respect me for this. During the competition it is great to be in the center of attention" characterized this type. We had the following results according to it: before the experiment: control group – 22.1%, experimental group –

13.9%; after the experiment: control group – 22.9%, experimental group – 22.7%.

3. The motive of physical self-affirmation – the desire for physical development, the formation of character. The following statement corresponds to this type: “I am actively involved in sports because I want to be physically developed and to strengthen my character. I do not want to put on weight and become lazy, I want to be healthy”. We had the following results according to it: before the experiment: control group – 12.6%, experimental group – 13.7%; after the experiment: control group – 13.2%, experimental group – 14.1%.

After introducing the developed fitness technology, the percentage ratio in the first three issues has changed in the positive direction. This is due to the fact that girls of the experimental group began enjoying sports because the developed fitness technology takes into account individual peculiarities and desires. They could see their appearance changing and their surroundings perceiving them in another way. The percentage of girls in the control group has also changed, but we believe that this is due to the fact that the experimental group was not isolated and the girls were able to communicate with each other and to analyze the data obtained during the experimental sessions. This contributed to the motivation of the girls in the control group.

4. Socio-emotional motive – the desire for sporting events due to the great emotionality, informality of communication and emotional liberation. The following statement is associated with it: “I like to do sports, because it is very interesting to compete. The progress made makes me happy. I like the atmosphere of the competition”. Before the experiment: control group – 7.8%, experimental group – 10.1%; after the experiment: control group – 3.2%, experimental group – 3.4%.

5. Socio-moral motive – the desire for team success, for which one should train, have good relations with a partner, coach. The statement: “My sports team should take a leading position. I want to contribute to this business. I do not want to betray my coach and team mates; it induces me to train more” complies with it. We had the following results before the experiment: control group – 6.7%; experimental group – 9.4%; and after the experiment: control group – 5.5%, experimental group – 5.3%.

6. The motive for success in sports – the desire for success, improvement of personal sports results. The following statement corresponds to it: “I train regularly in order to support the achieved result, in order to achieve the goal”. We had the following results before the experiment: control group – 10.4%, experimental group – 15.8%; and after the experiment: control group – 18.0%, experimental group – 17.3%.

7. Sport-cognitive motive – the desire to study the issues of technical and tactical training, scientifically proven principles of training. It can be described by the following statement: “I want to understand the issues related to technology, tactics, the principles of training; know how to train properly”. The results before the experiment:

control group – 9.5%, experimental group – 9.8%; after the experiment: control group – 3.6%, experimental group – 3.4%.

8. Rationally-volitional motive – the desire to be engaged in sports to compensate for the lack of motor activity as a result of sedentary work. The following statements characterizes it: “I am engaged in sports to take a step back from sedentary work, to get a boost of strength, sport for me is a hobby. Sports achievements are not interesting to me”. We had the following outcomes before the experiment: control group – 3.5%, experimental group – 4.4%; after the experiment: control group – 8.4%, experimental group – 9.5%.

In responses to the fifth, fourth and tenth questions, the percentage distribution has decreased, in our opinion, this is due to the fact that the girls, both of control and experimental groups, focused their motivation on achieving their own results. Our findings confirmed the answers to the sixth and eighth questions. With regard to the percentages of the seventh question (sports-cognitive motive) – they surprised us. We predicted an increase in percentages, because in order to achieve maximum results in the level of the development of physical qualities it is necessary to know the technique of performing exercises and more thoroughly understand the principles of the training process.

9. Motives for professional training – the desire to be engaged in sports for the sake of the chosen profession. The following statement can be used to describe it: “It is possible to achieve good results in studies and work if I am healthy and physically developed. This is promoted by sports”. The research outcomes before the experiment: control group – 6.1%, experimental group – 3.1%; after the experiment: control group – 5.8%, experimental group – 3.9%.

Regarding the percentage distribution to the ninth question, it should be noted that there was an increase in the experimental group. We consider it to be positive dynamics, because the girls have become more concerned about their future. In the control group, the figures fell by 0.4% – we believe this is not critical.

10. Civil-patriotic motive – the desire for sport improvement to maintain the prestige of the team, city, country. The following statement can describe it: “If I train regularly, I will be able to show good results, protect the honor of my team, city, country”. We had the following results before the experiment: control group – 4.7%, experimental group – 4.8%; and after the experiment: control group – 2.0%, experimental group – 2.1%.

After the study, we also applied a questionnaire, which suggested several questions for all girls, regardless of the group.

The students were proposed the following statements and three answers (yes, no, not always):

“I enjoy physical training and sports”.

We have obtained the following results:

- 73% of the respondents do enjoy sports;

- 18% of the respondents are not always satisfied with their training;
- 9% of the respondents do not enjoy physical training.

These answers were anticipated. This is due to the fact that at this age both external and internal factors are important.

“I work to be a strong-willed personality”. The students were also offered three answers “yes”, “no”, “not always”. Answers:

- 42% of the respondents answered “yes”
- 39% of the respondents answered “not always”;
- 19% of the respondents answered “No”.

These percentages were somewhat unexpected. But the girls commented this issue in the following way: “If I am already engaged in sports I have a strong-willed personality and I know what I want in my life”.

We also suggested a question “Why are you engaged in sport activities?” To make this process easy, they were offered the following answers to choose:

1. The desire for self-improvement (for health improvement, physical fitness);
2. The desire for self-expression and self-affirmation (the desire to be better than others, to be similar to prominent athletes);
3. Satisfaction of spiritual needs (achievement of great results, getting other people’s respect);
4. Satisfaction of material needs (increase of scholarship, promotion at various championships and competitions).

According to the survey we have the following answers: 61% of the respondents are engaged in sports for self-improvement, 18% of the respondents are engaged in sports for self-expression, 9% of the respondents are en-

gaged in sports to satisfy their spiritual needs, 12% of the respondents are engaged in sports to meet their material needs.

Conclusion

The analysis of the current state of domestic and foreign scientific and methodological literature, has made it possible to find the varieties of theoretical and methodical approaches to the use of fitness and the impact of this aspect on motivation for physical education of students from 17 to 20 years.

The developed fitness technology considering the individual characteristics of girls aged 17-20 years takes into account a number of important factors: the type of body build, the level of physical fitness and students’ physical health. Depending on these factors, the planning of load components was carried out regarding the vacation period.

According to the questionnaire by A. Shabolta, “Motives that Encourage to Do Sports”, we have found that our fitness technology affects motivational sphere of girls of 17-20 years more positively. The questionnaire we used after implementing the technique in both groups has shown its positive effect – most girls enjoy attending physical education classes and understand their positive impact on their lives. According to the research outcomes the effectiveness of our developed fitness technology has been proved. The obtained data have confirmed and complemented the already existing studies of B. Bergier, A. Tsos, J. Bergier, C. Mowling, L. Dolzhenko, K. Zakirova, S. Zanyuk, R. Matveeva on the issue.

We are planning to examine the motivation of students for physical education classes, with the involvement of simulators to the developed fitness technology aimed at developing physical abilities and promoting health.

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ДОСЛІДЖЕННЯ МОТИВАЦІЇ СТУДЕНТОК ДО ЗАНЯТЬ З ФІЗИЧНОЇ КУЛЬТУРИ

Проаналізовано сучасну науково-методичну літературу та новітні шляхи використання різновидів фітнесу. Теоретично обґрунтовано та розроблено фітнес-технологію для дівчат 17-20 років. Установлено, що фітнес-технології – сукупність наукових методів, кроків, прийомів, сформованих в певний алгоритм дій, який реалізується певним чином в інтересах підвищення ефективності оздоровчого процесу. Мета – дослідити вплив розробленої фітнес-технології на мотивацію до занять з фізичної культури. Було розроблено фітнес-технологію для дівчат 17-20 років, яка враховує ряд важливих чинників: тип тілобудови, рівень фізичної підготовленості та соматичного здоров'я студентів. Залежно від цих чинників здійснювалося планування компонентів навантаження. В експерименті взяли участь 51 дівчат 17-20 років, яких було поділено на експериментальну (n=25) і контрольну (n=26) групи. У студенток контрольної групи заняття проводились за програмою, яка передбачала розвиток лише тих фізичних якостей, які необхідні для успішного засвоєння техніки рухових дій. У канікулярний період жодних завдань відносно розвитку фізичних якостей не було запропоновано. У студенток експериментальної групи заняття проводились з використанням розробленої фітнес-технології з урахуванням їх індивідуальних особливостей. За анкетуванням А. Шаболтаса «Мотиви, що спонукають займатися спортом» було виявлено, що розроблена фітнес-технологія позитивно впливає на мотиваційну сферу дівчат 17-20 років. Розроблений опитувальник, який було використано після дослідження в обох групах, показав позитивні результати – більшість дівчат із задоволенням відвідували заняття з фізичної культури та розуміли її вплив на своє життя. Дані, отримані у процесі дослідження, показали ефективність розробленої фітнес-технології на мотивацію студенток до занять спортом.

Ключові слова: технологія, фітнес, мотивація, фізичні якості, спорт, дівчата, студентки.

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