

Motivational Aspects of Students' Preferences in Choosing Physical Improvement Means

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Abstract: Improving the effectiveness of the physical education of students of higher educational institutions is largely carried out through the use of various pedagogical approaches in the construction of this process. To date, a sport-oriented approach has been disseminated in the higher education system. For its successful implementation, first of all, students need a voluntary choice of the main means for their physical improvement. At the same time, there are reasons that motivate them to decide in favor of a particular type of motor activity. The question of internal motivations that determine the interest of students in regular classes in a specific type of exercise is not well understood. And this question has become the subject of our study. The continuous questionnaire method was applied to study the young men of the main medical group who entered the first year of university. The purpose of this work is to identify the qualitative and quantitative composition of motivations, which are the respondents' explanations of the reasons for their preferences in the field of physical education. The questionnaire proposed eight options for motivation, with which students could explain the choice of the type of motor activity. To a certain extent, each motivation characterized each respondent's personal qualities and the motivational sphere of his/her physical activity. During the survey, it was found that a small number of young men are guided in the individual choice of means of physical improvement to fashionable types of physical exercises or the advice of friends and classmates, think about comfortable conditions, or are not aware of the motives for classes. Most young people understand the applied value of the selected exercises, they want and hope to use them to increase their level of physical or sports fitness and receive psychoemotional satisfaction from training sessions. The results of a sociological study showed a rather high degree of formation and awareness of sports and athletic interests of students in their first year of study at a university.

1. Introduction

Educational, health-improving tasks in the system of physical education can be quite successfully solved by means and methods of a sport or a health system [1; 2]. The implementation of the concept of sporting of physical education in higher educational institutions allows not only to use scientific knowledge and accumulated experience in training athletes of different skill levels but also, to a large extent, to satisfy the sports and athletic interests of young people [3].

The identification of motives for students to choose one or another type of physical exercise is not an easy task. It is poorly researched, and the result of more than one study [4; 5]. Therefore, the purpose of this work is to determine the qualitative and quantitative composition of motivation for students to choose exercises for their physical improvement. The motivation reflects a subjective understanding of reality since people give their explanation of the reasons that prompted certain decisions or actions [6].

2. Materials and Methods

At the university, the process of physical education of first-year students begins with a study of their preferences in the field of motor activity. For this, at the beginning of the school year, a questionnaire is conducted, which makes it possible to identify not only the athletic and sports interests of freshmen but partly the reasons that prompted them to make one or another choice. Therefore, the questionnaire has lists of the types of physical exercises available for study at the university, and motivations, to some extent, arguing for the student choice of the basic means of physical education.

As a rule, students are offered the types of physical activity that are most prevalent among young people to study and master in practical classes in physical culture (basketball, volleyball, football, swimming, athletics, skiing, sambo, general physical fitness). During the survey, each student had the opportunity to choose any type of exercise from the proposed list.

So that the respondent could better understand his choice, the following question was included in the questionnaire ("Why did you choose this particular type of exercise?"). Eight answer options were described here. Respondents could choose one, two, or more answers.

The first answer was the following: "I choose this type of exercise because I believe that the skills and abilities formed in their classes will be in my demand." In our opinion, this answer characterizes the respondent's understanding of the applied value of skills acquired in the process of physical education.

The second answer was, "I choose this type of exercise because it is popular." This answer indicates the respondent's focus on being a modern person.

The third answer: "I choose this type of exercise because I have a desire to join the national team for this sport." This answer reveals the student's presence of sports ambitions, the desire for self-realization.

The fourth answer: "I choose this type of exercise because it is most conducive to my physical development." This response reflects the respondent's understanding of the action and purpose of the exercises and the intention to improve.

The fifth answer: "I choose this type of exercise, as it was advised and preferred by my friends and acquaintances." This answer indicates a freshman's lack of opinion and judgment on the role of motor activity.

The sixth answer: "I choose this type of exercise because the training sessions are conducted on good material and technical base." This answer shows the respondent's preference for comfortable working conditions.

The seventh answer: "I choose this type of exercise because I like the emotional experiences and muscle sensations from doing them." This answer demonstrates the importance of psychoemotional satisfaction for the student.

The eighth answer: "I choose this type of exercise, but I do not care what means will be used in physical training." This answer indicates the lack of a first-year student's beliefs, goals, and attitudes in the field of physical education.

3. Results and Discussion

The questionnaire data of 477 young men who entered the university in 2018 were used to analyze and summarize the results of a sociological study. To date, there are a number of publications on the formation of a motivational-value attitude of students to a healthy lifestyle (HLS) [7; 8; 9; 10]. Our study affects only one component of a healthy lifestyle, namely motor activity. At the same time, we considered the study of the internal motivations of young people to engage in a specific type of exercise. Moreover, in our opinion, a student's choice will increase her responsibility for the decision made and awareness of fitness and health activities.

Eight hundred seventy-nine answer options were received for the question posed in the questionnaire. It was established that first-year students most often refer to the fourth (22%), seventh (22%), first (21%), and third (19%) motives in explaining the reasons for their physical-sports preferences. Other motivation options

have a significantly smaller number of mentions in the respondents' answers, such as fifth and sixth (5% each), second (4%, eighth (3%).

4. Conclusion

In the course of analysis and generalization of the results of a sociological study, it is found that first-year students on a voluntary choice of the type of physical exercise are largely affected by their existing knowledge, skills in sports and athletic activities.

A significant part of the young men surveyed understands the applied value of the selected exercises, wants, and hopes with their help to increase their level of physical or sports fitness and receive psychoemotional satisfaction from training sessions.

A small number of students are focused on trendy types of exercises, the advice of friends and classmates, thinks about comfortable conditions, or they are not aware of the motives for classes.

Thus, we should emphasize and highlight the high degree of formation of physical education and sports interests and preferences among young people who entered higher education.

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