

FORMATION OF STUDENT MOTIVATION TO THE CLASSES OF PHYSICAL CULTURE IN GROUPS OF GENERAL PHYSICAL TRAINING

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Abstract

The purpose of this article is to identify the problem of motivation formation for university physical education classes in groups of general physical training and to formulate proposals for its resolution.

The new federal standard of higher education adopted in Russia in 2018 prescribes the obligatory formation of universal competence among students "the ability to maintain an adequate level of physical fitness for professional and social activities". According to the standard, the university physical culture should be aimed at improving both the physical and spiritual components in the multilateral development of the personality of students. The humanistic paradigm in this aspect implies, in particular, a focus on taking into account the individual characteristics of each student not only in terms of his motor abilities, but also in terms of the personality traits (ideals, inclinations, interests, desires, drives, motives, needs, tastes, etc.).

At the same time, the present practice of higher education in Russia does not effectively provide the formation of physical culture of a student's personality, its creative potential. The problem of students' motivation to exercise is especially acute in groups of general physical training. At the same time, physical training in specialized groups in certain sports (for example, athletics, basketball, etc.) or physical exercises (for example, athletic gymnastics, fitness, etc.) cause students' interest and ensure their significant personal growth.

Motivation is considered as a psychophysiological process, which is a specific set of motives, and a motive as a psychological phenomenon, reflecting an individual has identified need. The concept of "reserves of motivation" is introduced, by which is meant a group of positive and negative factors that have the potential to impact positively on motivation. All negative factors a priori should be considered reserve.

The article presents the results of study of students in groups of general physical training at the Ural Federal University regarding the factors of motivation to physical culture and their interpretation.

On the basis of the study, the authors formulate proposals on how to improve the motivation of students of the Ural Federal University to take classes in general physical training in physical education classes. The proposals formulated in the article can be proposed for implementation in the practice of all such groups in all universities of the country.

Keywords: motivation, physical education, general physical training, reserves of motivation.

1 INTRODUCTION

The Ural Federal University has very great opportunities for conducting physical training classes with students. Nowadays 25 various specializations are implemented here. Students have a very high motivation for studying chosen specialization, which is reflected in good attendance, a high level of satisfaction with the results of their development, an increase in the individual dynamics of results, etc. Motivate the elements of competition, sports passion, the desire to improve their athletic level, the aesthetics of their appearance, etc. (Gordeeva, T. O., 2013, p. 35-45, Kalinina, I. F., 2016, p. 39-41, Lifanov, A. D., 2018, p. 172-189, Golubev, A., 2017, p. 281-285, Stancu, M., 2017, p. 1520-1525) Nevertheless, some students have a negative attitude towards physical education classes; sometimes the motivation for classes is limited solely to obtaining credit. This trend is very disturbing sports and teaching community. This tendency becomes especially negative under the conditions of the requirements of the new state standard, according to which university physical culture is designed to shape students' need and ability to maintain a sufficient level of physical condition for the realization of professional and social activities. But the main thing is the reform of the education system proclaimed in modern Russia, which declares the principles of humanism, which assume the priority of universal values, the free development of the individual, the humanistic nature of the pedagogical process. University physical education should be aimed at improving both the physical and spiritual components in the multilateral development of students' personality. The humanistic paradigm in this aspect implies, in particular, a focus on taking into account the individual characteristics of each student not only in terms of his motor abilities, but also the personality traits (ideals, inclinations, interests, desires, drives, motives, needs, tastes, etc.). This means that the university system of teaching physical culture should provide the student with free choice in accordance with his inclinations and thus form a high motivation for classes. Particularly acute problem of motivation of students to exercise is felt in groups of general physical training.

As a rule, these groups are formed from those students who could not define their preferences in the form of specialization in physical culture, could not adequately assess their level of training necessary for the chosen sport, or were simply forcibly assigned to this group due to the lack of places in other groups. In any case, the motivation for such students is almost completely absent. The result of this is the inability to form the required students' competence and quite often, they form a negative attitude to any type of physical activity for many years. Obviously, this circumstance dictates the relevance for the formation of motivation for physical training classes among students of the general physical training group.

2 THE THEORETICAL BASIS OF THE MOTIVATION FORMATION AMONG STUDENTS

We consider motivation as a psychophysiological process, which is a certain set of motives, and a motive as a psychological phenomenon, reflecting an individual's need for an objective (Leontyev, A. N., 1975, p. 304) Motivation is the process of influencing upon the person in order to induce him to certain actions by activating certain motives (Ilyin, E. P., 2002, p. 512).

There are external (extrinsic) and internal (intrinsic) motivation. In the aspect of our problem, external motivation is formed with the help of a physical education teacher, and then to achieve an effective result, it must develop into internal motivation when physical exercises correlate with the student's life values: desires, goals, needs. Intrinsic motivation should stimulate self-development: the desire to self-improve, assert itself, not only developing physical qualities, motor skills and skills, but anatomy knowledge, physiology, theory of physical education, which ensures the formation of physical culture of the student's personality.

We are also interested in anti-motives as motives that hinder the development of motivation and have a negative impact on it (Karpova, E. V., 2008, p. 66-70). Low or insufficient motivation may be due not only to the lack of formation of positive motives, but also to the presence of a number of factors that have a kind of "anti-motivational" orientation towards it. Under the influence of attributive features, physical training classes in the structure of the motivational sphere can form a fairly strong and stable set of anti-motivational factors. The complex of these factors, being generalized and consolidated, leads to the formation of a specific subsystem in the structure of the motivational sphere of the individual in physical activity. It should be specially emphasized that it is necessary to understand anti-motives not so much an insufficient level of development of any educational motives as a high level of other motivational formations that impede motivation for active, conscious, enthusiastic physical exercises.

In addition, we introduce the concept of "reserves of motivation," by which we mean a group of factors that have the potential of positively influence motivation. E. P. Ilyin writes about the struggle of motives (Ilyin, E. P., 2002, p. 512), in our case we can also speak of the struggle of motives with anti-motives. The strength of

the motive is greater if the motivation is internally organized, that is, when the person himself determines his activity based on internal motives (needs, desires). We divided all factors, which influence upon students' motivation to physical education classes, into "positive" (capable of increasing motivation), "negative" (having a tendency to weaken motivation), "indifferent" (not affecting the power of motivation) and "reserve" (while meeting the needs of students that can increase motivation). Each factor reflects the corresponding motive or anti-motive. It should be noted, that all negative factors should be considered as reserve. Indeed, if you remove a factor that negatively affects upon the motivation, the process of motivation is greatly facilitated, and the power of motivation increases.

3 STUDY OF STUDENTS' MOTIVATION AMONG THE GENERAL PHYSICAL TRAINING GROUPS AT THE URAL FEDERAL UNIVERSITY

In order to identify the level of students' motivation for classes in the general physical training group and the availability of reserve factors for motivating students to physical training classes, two studies were conducted by anonymous questioning in November-December 2017 and September 2019. 462 students of the 1st –3rd year of the Ural Federal University took part in the first study. (185 girls and 277 young men), in the second - 166 students of general physical training groups

The students' motivation to engage in physical education is greatly influenced by the procedure of distribution into specialization groups. It should be noted that the distribution in the first year proceeds online through the student's personal account. Students mark the priority of the distribution group, which is taken into account when forming groups. A very common situation is that priorities are not taken into account due to the lack of empty seats in the desired groups. As a result, students who are motivated to take part in any other sports and are not motivated to general physical training fall into the group of general physical training. The preferences of specializations of students of the group of general physical training are showed in table 1.

Table 1. Distribution of students' preferences of the general physical training group when choosing a group of specialization

Sport (exercises)	Rank of specialization/number of students (%)									
	1	2	3	4	5	6	7	8	9	10
OPC	30,1	29,5	18,7	3,0	3,0	3,0	1,2	0,6	1,8	
volleyball	11,4	5,4	6,6	9,6	6,6	4,2		2,4	1,2	0,6
fitness	11,4	15,7	5,4	1,2	1,8	0,6				1,2
Rock climbing	9,0	5,4	3,6	5,4	3,6	3,6	3,0	4,8	1,8	0,6
football	8,4	5,4	2,4	1,8	3,6	1,8	4,2	1,8	1,8	0,6
crossfit	5,4	3,0	6,6	4,8	4,2	6,0	3,6	2,4	1,2	3,0
aerobics	4,2	1,8	7,2	3,0	0,6	1,2	0,6	0,6	2,4	1,2
swimming	1,8	4,2	6,0	6,6	5,4	2,4	3,0	3,6	2,4	2,4
handball	1,2	0,6		2,4	3,0	5,4	1,8	3,6	3,0	1,8
basketball	1,8	4,2	8,4	9,6	6,0	2,4	3,0	1,8	1,8	1,8
boxing	1,2		0,6	1,8	2,4	1,2	2,4	1,8	2,4	2,4

bodybuilding	1,2	0,6	1,8			1,2	0,6			0,6
Nordic walking	0,6	1,8	0,6	1,8	2,4	1,2	1,2	0,6	0,6	0,6
orienteering		1,8	2,4	1,2	3,0	4,2	3,6		2,4	1,2
water fitness		0,6	0,6		0,6					
rugby		0,6				0,6		0,6	0,6	1,8
track and field		2,4	8,4	7,8	2,4	4,2	5,4	4,8	2,4	1,2
skiing		3,0	1,8	1,8	4,2	3,0	3,0	3,0	2,4	1,8
judo			1,2	1,2	2,4	1,2	2,4	1,8	0,6	2,4

The table below clearly shows that only 30.1% of students were enrolled into the group of their own volition. The preferences of the remaining 69.9% can be judged from the first column: the most desirable sports were volleyball, fitness and rock climbing - 11.4%, 11.4% and 9%, respectively. It can be stated with confidence that almost 70% of students could not fulfill their desires to engage in the chosen sports groups, but were forcibly enrolled in the general physical training group. The automatic selection system operating in UrFU allows changing the group of specialization at the end of the semester. In 2019, 26.5% of students from general physical training the group took advantage of this opportunity, moving to the groups of preferred choice. 312% of students from other groups took their places. Obviously, in this case we are talking about those who overestimated their physical abilities to engage in some kind of sport, or were simply disappointed and decided to choose an easier way of practicing physical culture. In any case, we can safely say that most of the students in the group of general physical training were recruited against their wishes and in no way motivated to engage in physical education, except for the need to get credit. For teachers, this circumstance is a big challenge because of despite the lack of motivation to study; these students must also acquire the necessary competences and level of physical development the same as their group mates.

In order to identify motivational factors and determine the reserves of motivation for physical education teachers in the general physical training group, a second survey of students of general physical training groups was conducted.

The results of the study seem rather ambiguous. On the one hand, most of the students understand the importance of physical culture for health promotion (68, 2%), development of physical qualities (49, 3%), and relaxation of 33.2%. But the answers to the question "why do I like to engage in physical activity?" did not confirm these theoretical knowledge. In particular, the majority – 59.6% of respondents answered that they are attracted by "the opportunity to move", 43.7 per cent gave the answer "enable relieve nervous emotional tension" that can be considered as a kind of relaxation; the responses are completely absent intent on the health and development of physical qualities. These findings indicate that the absolute correct theoretical position on the influence of physical training on the body is not interiorized by students and not become motivational units for the group classes of general physical preparation. Only confirmed desire for relaxation: 59.6% of respondents indicated as the leading motive to employment the opportunity to change the type of activity from the intellectual to the physical. All responses indicated the presence of positive motivational reserve. The results are presented in table 2.

Table 2. Motivation of students to employments by a physical culture

	Question	Answers%	Motivation factors
	What is important for you in physical training classes?	a) "good for health" - 68, 2 b) "become stronger, faster, enduring "- 49, 3 c) "take a break from classes that require mental stress" - 33, 2	a) a) positive b) positive c) positive

		d) "improve the figure" - 49, 7 e) "have fun and have fun" - 13, 8	d) positive e) positive
	If you like physical training classes, then why?	a) "The ability to move" - 59, 6 b) "I like the teacher" - 44, 9 c) "there is an opportunity to show your strength, dexterity, skills - 16, 5 d) "Make it possible to emphasize my external data (height, figure, etc.) - 10, 9 e) allow you to remove the nervous, emotional stress (discharge) - 43, 7	a) positive b) positive c) positive d) positive e) positive

Close to the median value, the number of respondents who noted a high professional level of teachers of physical education - 44.9% "like the teacher." This, of course, testifies to the role of the personality factor in the formation of students' motivational structures.

The majority of respondents (76, 3%) improve their mood after class. More than half said they would not like to make any changes to the classes (55.2%), about the same - 58.4% of the students were completely satisfied with the process and only 0.9% admitted that they were "not satisfied" with the classes. The level of student satisfaction with physical education classes is shown in Table 3.

Table 3. The level of student satisfaction with physical education

	Question	Answers %	Motivation factors
2.	If your mood changes after a physical education class, then how?	a) "Getting better" - 76, 3 b) "does not change" - 20, 8 c) "getting worse" - 3, 1	a) positive b) negative c) negative
.	Are you satisfied with physical education in our university?	a) "Satisfied" - 58, 4 b) "rather satisfied" - 31, 8 c) "rather do not satisfied" - 8, 9 d) "do not satisfied" - 0, 9	a) positive b) positive. reserve. c) negative d) negative
.	Do you get pleasure from the lessons of physical culture?	a) "Yes, I get" - 44, 4 b) "most often I get - 44, 2 c) "most often I do not receive" - 4, 2 d) "No, I do not receive" - 1, 0 e) "Don't know/No answer" - 6, 2	a) positive b) positive. reserve. c) negative d) negative e) negative

At the same time, 0,5 % called them "boring", and 0,4 % complained that they "did not like the teacher." It is particularly interesting that the proposal to "change the exercises" was expressed by 14, 5% of students, which indicates a lack of interest in the existing structure of the workload in the classroom.

On the other hand, less than half of the respondents (44,4%) get satisfaction from physical training, 30, 2% are dissatisfied with the magnitude of the load, 14,5 % - with the physical exercises offered to them. 11 1% noted the lack of necessary equipment. The proposal to change the educational process are presented in table 4.

Table 4. Offers of students to change the educational process

.	What changes would you like to make in the training process?	a) "increase the load" - 10, 2 b) "reduce the load" - 20, 1 c) "change exercises" - 14, 5 d) "none" - 55, 2%	a) positive. reserve. b) negative c) negative d) indifferent
.	If you do not like physical education lessons, then why?	a) "bad training time" - 18, 9 b) "too high loads" - 8, 7 c) "no necessary equipment" - 11, 1 d) "boring classes" - 0, 5 e) "I don't like the teacher" - 0, 4 - no answer - 50, 8	a) negative b) negative c) negative d) negative e) negative - indifferent

It is easy to see that all groups of answers contain opportunities for improving the motivation to practice, because they represent one or another motivational reserve and require further careful study and concretization.

4 RESULTS

1. A significant number of students are aware of the importance of physical training for health promotion, the development of physical qualities, active recreation, and improvement of appearance, but this theoretical knowledge has not yet become a fixed installation.

2. Classes are held at a rather professional level. At the same time, hidden reserves of students' motivation to physical education are revealed, which can be divided into organizational and substantive ones.

5 CONCLUSION

Reserves of motivation associated with the organization of the educational process can be updated with the implementation of the following conditions:

- Granting a greater freedom to choose sports or physical exercises on the principle of satisfying the basic preferences of students in order to ensure that students enter the OPC (overall physical condition) groups only of their own will;
- Supplying of physical culture classes with the necessary modern sports equipment;
- A combination of practical and educational-methodical classes in order to increase the level of students' knowledge about the benefits of physical activity and the need for regular physical exercises throughout their lives.

The factors potentially capable of motivating students in the process of training sessions (substantial reserves of motivation) include the following:

- Formation of a mini-team in each educational group with a positive psychological climate in which mutual respect, cooperation, mutual assistance reigns. The decisive role is played by the personality of the teacher, motivated for successful activity, establishing a subject-subject relationship with each student;
- Maintaining a high emotional background in the classroom, including with the use of elements of sports, new interesting exercises;
- The teacher's individual approach to each student: a) as an individual; b) in terms of taking into account his physical fitness when adjusting the volume and intensity of the load. Special attention should be paid to lagging or insecure students in order to increase their self-esteem, the level of aspirations. They need individual tasks focused on their physical and psychological capabilities.

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