

MOTOR AND SPORT COMPONENTS IN HIERARCHY OF NON PHYSICAL CULTURE PROFILE PEDAGOGIC SPECIALTIES STUDENTS LEISURE

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Abstract. The research is directed at determination of non physical culture profile, pedagogic specialties 2nd-4th year students' objective preferences in choosing motor or sport functioning from admissible range of leisure kinds, offered by university or life circumstances. *Purpose:* to find rank place of motor and sport functioning in hierarchy of non physical culture profile, pedagogic specialties 2nd-4th year students' objective preferences in choosing motor or sport functioning from admissible range of leisure kinds. *Material:* in experiment 180 2nd-4th year students of Pavlo Tychyna Uman State Pedagogical University participated (90 girls and 90 boys). *Results:* indirectly it was found that students understand the usefulness of motor functioning and sport practicing for organism's normal functioning. It was also found that in hierarchy of leisure kinds the forms, offered by university, are not preferred by students. Sport practicing as one of leisure kinds, was preferred only by 4th year student; with it boys put it on the 1st place and girls - on the 3rd. For 2nd and 3rd year students motor and sport functioning are not significant and gave the way to other immobile forms. *Conclusions:* determination of motor and sport functioning rank places in students' leisure hierarchy permits to prognosticate their health related activity and direct teachers' efforts at influencing on students' understanding importance of active way of life.

Key words: students, motor functioning, sport activity, leisure.

Introduction

Vitally important level of motor functioning is a guarantee of human organism's normal development and functioning that is witnessed by numerous scientific researches of domestic and foreign scientists [8, 10, 13, 14, 15]. Motor activity is a biological demand of every living organism. Motor functioning deficit of Ukrainian pupils and students is 60–75% from required for sustaining normal health level. Only 13% of Ukrainians have required physiologically conditioned level of motor functioning. At the same time, in European Council countries they are – 40–60%; in Japan –70–80% [2].

M. Dutchak, T. Krutsevych, S. Trachuk inform that in Ukraine especially disturbing is low level of children's and students' health culture. By their data only 6% of Ukrainians practice sufficiently health related motor functioning that means: every fifth schoolboy or schoolgirl and every tenth student or girl student (the lowest indicator in Europe) [3]. Insufficient motor functioning is determined as one of main factors causing young people's excessive weight and obesity [18, 20].

In questions of youth's health protection world society counts for the person him (her) self, i.e. a person shall rely on oneself in fight for own health [16]; for creation of favorable social environment, required for healthy development, in educational establishment [17, 19].

Since first years, students obey their life regiment to educational requirements of universities. Their academic activity and leisure relate, to one or other extent, to educational sphere and university. The level of students' health and potential of professional development will depend on to what extent they have wish to practice active motor and sport life in extracurricular time.

Hypothesis: questioning shall state students' objective preferences in choosing motor and sport functioning from available kinds of leisure in university as well as in choosing of life conditions (desired). Thus, there appears opportunity to find out to what extent students understand the usefulness of motor functioning and sport activity for organism's normal functioning.

The purpose of the works is to find rank place of motor and sport functioning in hierarchy of non physical culture profile, pedagogic specialties 2nd-4th year students.

Material and methods

Participants: in experiment 180 2nd-4th year students of Pavlo Tychyna Uman State Pedagogical University participated (90 girls and 90 boys).

Procedure: we conducted students' sociological questioning about their involvement in motor and sport functioning; about their advantages in leisure. Diagnostics was fulfilled in conditions of usual academic day at methodic classes (with 2nd year students) and in extra-curricular time (with 2nd-4th year students).

Statistical analysis of the data was fulfilled with the help of Excel 2010 programs. The samples of the research data were tested for normal distribution.

Results of the research

On university faculties different circles, clubs of interests, leisure studios and other small forms (soloists, duets, declamatory) function. In total they are 44. Art studios and art collectives are a solid foundation of any creative project of university [6]. Physical education and formation of healthy life style are realized only in compliance with governmental documents and programs of sport-mass work development. In the base of such work there are physical education classes by 15 kinds of sports. Besides, sports club functions. Students have opportunity to raise their sportsmanship in light athletic, basketball, volleyball, football, ping-pong and rhythmic gymnastic circles [11].

Let us analyze, which kinds of leisure activity are preferred by pedagogic specialties students of different years (see tables 1-2). We can find if forms, offered by university, are important for students.

Table 1. Leisure preferences of different years' pedagogic specialties students (boys)

Hobby	Year of study		third		forth	
	second Sum of points	Rank	Sum of points	Rank	Sum of points	Rank
Communication with friends	58	1	78	1	83	2
Reading fiction	186	4	161	3	184	4
Singing, musical instruments play	242	6	245	6	287	12
Listening to music	64	2	99	2	132	3
Attending disco	177	3	203	5	210	5
Sport	258	7	189	4	74	1
Learning foreign language	259	8	290	12	262	8
Computer games	294	11	251	7	222	6
Drawing	264	10	325	13	296	13-14
Doing technique	346	15	276	10	278	11
Car driving	338	13-14	285	11	296	13-14
Help to parents	212	5	258	8	270	9
Attending of church	338	13-14	328	14	271	10
Meeting with boy/girl	302	12	274	9	229	7
Reading special literature	262	9	338	15	339	15
Miscellaneous						

From this list we can see that preferences of leisure kinds of both sex respondents are similar. The main preference (1st rank) of boys (except 4th year students, who are the only, who put "sports" on the first place) as well as of girls is "communication with friends". 4th year boy students put "communication with friends" on 2nd place. All students (except the mentioned 4th year students) put on 2nd place "listening to music". From 3rd rank certain distinctions in places are observed. It requires special analysis by sex and years of study.

For boys, hobbies of priority in hierarchy (especially from 3rd rank, see table 1) have some distinctions, which depend on year of study. Only data of 2nd year students in the most important leisure kinds (1st-5th rank) completely coincide with 3rd - 4th year girl students. 2nd year boy students put on 3rd place "attending disco", while 3rd year students put on the same place "reading fiction" and 4th year students - "listening to music". The boys' kinds of hobby from 4th to 5th rank are the same. Distinction is only in ordeal place (for 2nd and 4th year students "reading fiction" is on 4th place; 3rd-4th year students put "attending disco" on 5th place. "Help to parents" is of priority only for 2nd year boys; for 3rd-4th year students this activity is of little significance (8th-9th rank). "Sport" is of priority also for 3rd year students (4th rank), but is of little significance for 2nd year. "Play on musical instruments and singing": for 2nd-3rd year students - 4th rank; for 4th year - 12th rank. "Computer games" are of little significance for 2nd-4th year boy students

(7th and 6th ranks) as well as “meeting with boy/girls” (9^h and 7th ranks). 2nd year boys students rejected these time spending at all (9^h and 12th ranks).

Table 2. Leisure preferences of different years’ pedagogic specialties girl students

Hobby	Year of study		third		forth	
	second Sum of points	Rank	Sum of points	Rank	Sum of points	Rank
Communication with friends	73	1	58	1	57	1
Reading fiction	157	4	186	4	197	4
Singing, musical instruments play	247	8	242	8-7	229	7
Listening to music	128	2	64	2	117	2
Attending disco	145	3	177	3	225	6
Sport	203	6	258	9	186	3
Learning foreign language	232	7	259	10	257	9
Computer games	278	11	294	11	249	8
Drawing	267	10	242	8-7	271	11
Doing technique	358	15	346	15	329	13
Car driving	351	13	338	14-13	361	15
Help to parents	202	5	197	5	206	5
Attending of church	354	14	338	14-13	323	12
Meeting with boy/girl	252	9	302	12	337	14
Reading special literature	299	12	240	6	270	10

On last (15th rank) places 3rd-4th years boy students put “reading special literature”; 2nd year students – “doing technique”. Boys also reject “attending church” (12^h – 14th ranks in 2nd- 3rd year students) and 10th rank in 4th year student). “Car driving” takes 13th – 14th rank in 2nd and 4th year students and “drawing” takes 9th rank in 3rd year students.

Priority places in all kinds of leisure of girls take the same places (from 1st to 5th ranks) see table 2. In 2nd-3rd year girl students “listening to music” takes 2nd rank and “attending disco” and “sport” – 3rd rank. 4th year girls students put “reading fiction” on 4th place and “help to parents” – on 5th place. The last places (rejected hobbies) are: “doing technique” (the last 15th place in 2nd – 3rd year girls students), “car driving” (13th and 14th ranks in 2nd-3rd years’ and 14th rank in 4th year girl students, “attending church (13th and 14th ranks in 2nd-3rd year girl students and 12th rank in 4th year). “Meeting with boy” was put by 3rd year girl students on 12th rank and by 4th year – on 14th rank. A little better situation (9th rank) was in second year girls. Of little significance were “drawing” (10th rank in 2nd year girl students, 9^h rank in 3rd year and 8th-7th ranks in 3rd year), “computer games and “play on musical instruments”, “reading special literature” and “learning foreign languages”.

Thus, in hierarchy of leisure in university students are offered with places of little significance. Sport was of priority only for 4th year students. With it, boys put it on 1st place and girls – on 3rd. For 2nd and 3rd year students motor and sport functioning are on places of little significance and gave way to passive forms.

Discussion

The received by us sociological data prove results of Yu.A. Borodin, G.N. Arziutov [1], O. Ivanochko, A. Maliovanij, Ye. Moroz, O. Novitskiy [7], I.V. Remzy, D.V. Sychova, D.M. Vodolazkiy [9], Yu.P. Kobiak [4, 5], S.M. Futorny [12] about students’ low interest in motor functioning.

We also supplemented the data of I.V. Remzy, D.V. Sychova, D.M. Vodolazkiy [9], about level of modern pedagogic specialties students’ motor activity, which does not improve for the years of study at university. Besides, students do not receive any training effect from motor functioning, which they have. It is known that only high motor functioning (specially organized physical culture classes and intensive sport games, health related trainings) is oriented on health recovery and prophylaxis. This component of motor functioning is used by many students only in the form of compulsory lessons on physical education. If there is no such classes in academic day motor functioning is absent. For achievement of physical fitness and physical condition’s high and above high levels it is necessary to choose

individual regime of specially organized activity. From hierarchy of students' leisure kinds it is not seen that they worked out individual interest and desire to independently practice physical exercises and increase own motor functioning.

Conclusions

Analytical review showed that modern conditions of university's educational process put a student in situation, in which he (she) must choose priorities. The problem of students' motor functioning implies deficit of time for such practice and absence of motivation for physical exercises. The main reason is that educational establishments are oriented rather on giving knowledge to students.

Hierarchy of non-physical culture profile, pedagogic specialties students' leisure kinds is rather monotonous. The main hobby (1st rank) is "communication with friends" And only for 4th year boy students "sport" takes 1st place. The second rank place is equal for students of both sex and all year of study. Exception was only 4th year students: for them it is "communication with friends".

The offered by university forms are not supported by students. Motor and sport activities were put on places of little significance by 2nd-3rd year students. They gave way to more passive forms.

Conflict of interests

The author declares that there is no conflict of interests.

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