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**PHYSICAL ACTIVITY AS AN ASPECT
OF STUDENTS' SOCIAL AND EDUCATIONAL LIFE**

The mind of the mind is a human activity related to the receptions and processing of information, which mainly requires the strain of the sensory apparatus, attention and memory, activation of thinking processes, emotional sphere without considerable physical effort (Baletska, L., 2014; Subashkevich, I., 2016).

Modern youth is being formed in the conditions of deep transformation of political, socio-economic, world-view and spiritual foundations of human life (Baletska, L. 2014). At the same time, according to WHO (World's Health Organization), insufficient physical activity is one of the top 10 risk factors for global mortality. People with low physical activity have a 20%-30% increased chance of lethality compared to those who work out at least 150 minutes per week (World Health Organization 2017). Therefore, the organization and hygiene of mental and educational activities is one of the pressing problems of today.

Most of the leading scientists M. Dutchak, S. Prisyazhnyuk, B. Bergie and others point out that physical activity of an individual is an integral part of his or hers life, and low physical activity is one of the main factors of deterioration of health (Dutchak, 2017; Prisyajnyuk, 2017; Bergier, Tsos, Bergier, 2014; Su, X., McBride, Xiang, 2015).

That is why young scientists of various fields are asking for active physical activity: therefore, R. Fernandez, and A. Zanesco and others (Fernandes, Zanesco, 2010) believe that early exercise will help reduce chronic diseases in adulthood; I. Janssin and A. Leblanc (Janssen, I., Le Blanc, A., 2010) have systematized the benefits of physical activity and physical exercises in school for children and young people; R. Ryan and E. Deci (Ryan, Deci, 2000) have developed a theory of self-determination and promotion of intrinsic motivation for social development and well-being.

At the same time, scientific studies by A. Tsos, A. Shevchuk, and O. Kasarda show that students have a significant decrease in physical activity during their studies (Tsos, Shevchuk, Kasarda, 2014).

Consequently, the problem of finding effective means that of increasing the physical activity of student youth, which would contribute to the development of positive motivation to exercise, formed the basis of independent health activity and is relevant and up-to-date.

Material and methods

The purpose of the study – to analyze the impact of exercising on the social and educational activity of life of modern student youth.

337 students were participating in the experiment, which were divided into two groups: the first Physically Passive Group – 153 students, the second Physical Activity Group – 184 students.

Organization of research:

We divided our research into several steps to collect and process data more effectively.

Thus, the first stage of our study is of social character in order to study the tasks set for further deeper study of the importance of mental education of modern youth by means of sports and health activity.

To achieve this goal, we have selected and used the following methods:

1. The method of analysis of academic performance of students of 1-4 years allowed us to determine the educational activity of both groups according to their physical activity.

2. The next method – a survey, was chosen to determine priority «life values», which allowed us to identify the basic goals in life and the vital needs of students.

3. Psychological testing, determination of priority motives for educational activity according to the method of A. Rean and V. Yakunin, allowed us to identify the main motives that influence the formation of students' motivation to study. The scientists classify intentions in different ways, in particular, A. Kuzminsky distinguishes the following groups of motives: social (the desire to assert one's social status through training);

motivational (related to the influence on the consciousness of certain factors – the requirements of parents, advice, teachers’ examples, members of the student team); cognitive (manifested in the awakening of cognitive interests); professional (reflecting the desire for thorough professional training); mercantile (caused by material gain) (Baletska, 2014; Korzh, 2016).

4. The following psychological testing «Success Motivation and Fear of Failure» was conducted to determine the students' level of «motivation for success». According to the theoretical ideas of American psychologists D. Atkinson and D. McClelland, the motive for achievement consists of two opposite motivational tendencies, particularly, the motive of the desire for success and the motive of avoiding failure. A high level of motivation for achievement means a desire for success; the low level of motivation indicates, on the other hand, that the desire to avoid failure dominates (Ilyin E., 2011). The chosen method is the most optimal observation for the student, because the teacher has the opportunity to monitor the behavior and activities of the student, its results, which can be quickly analyzed. Using this method reveals a dynamic set of individual student-centered attitudes that can change in the process of development and self-development. Students were offered 20 statements that they agreed with or did not agree with. The student quickly answered «yes» or «no» to each statement. The survey results were calculated according to the «Key».

Methods of mathematical statistics were used to process the results using such programs as Excel, Statistica-6; SPSS-20.

Results

Table 1 provides data on the academic performance of students in both groups, according to their physical activity.

Table 1. The average achievement score of students from 1-4 courses for the 2018-2019 academic year (Physically Passive Group – n=153; Physical Activity Group – n=184).

Table 1

Data on the academic performance of students in both groups, according to their physical activity

Course	n	1 course	2 course	3 course	4 course
Groups					
Physically Passive Group	n=153	3,23±0,04	3,47±0,03	3,59±0,03	3,57±0,02
Physical Activity Group	n=184	4,93±0,04	4,68±0,02	4,53±0,02	4,88±0,04

The obtained results of the students' of the first and second groups, determined by the average grade for the examination session, indicate a sufficiently certain advantage of the success of the Physical Activity Group students over the students of Physically Passive Group.

Having made a comparative analysis between the level of academic achievement in the major and the level of acquiring knowledge about the

values of physical culture, we note that Physical Activity Group students – 76,8% have a higher level of academic achievement and have more cognitive activity. Whereas, among the students of Physically Passive Group, this figure is only 48,8%.

An important component of the educational process in universities is the transition of students from their educational activities to their acquired professional activity, which is related to the transformation of educational motivation into professional one (Baletska, 2014).

Based on the distribution of motives by groups according to A. Kuzminsky, above, we conducted a questionnaire for students according to the method of A. Rean, V. Yakunin «Learning Motives» (Ilyin, 2011; Ryan, Deci, 2000) and selected five priority motives for students' learning activities.

The collected results and their analysis made it possible to see the students' motivation to study.

First of all, we should point out that the motivation to study activities between Physical Activity Group and Physically Passive Group are almost indistinguishable in such motives as: «Diploma» Physical Activity Group – 93,7% and Physically Passive Group – 92,4% and «Permanent scholarship» – 100% of students. That is, the vast majority of respondents have a strong motivation in these areas of learning. In our opinion, the motive «To receive a scholarship» is related to the economic problem of the student youth. The desire to have their own pocket savings rather than the value of acquiring knowledge encourages students to be more responsible in their studies. Attention is drawn to the erosion of the values of the educational and labor spheres. Thus, only 59,9% of Physically Passive Group students indicated the importance of the Knowledge Acquisition motif. Therefore, the high qualifications in their ideas do not relate to their further careers and gaining new professional statuses. At the same time, 83,3% of the students of the Physically Passive Group consider their career to be one of the most important values. The desire to establish their social status through training has the lowest indicator among all motives of educational activity of students of Physically Passive Group, in total – 44,9%. Whereas, among Physical Activity Group students, the career index is almost indistinguishable and is 82,6%, but the motive for study activity and status approval is much higher – 73,3% versus 44,9% – Physically Passive Group. All this indicates that for Physical Activity Group students, the guarantee of career advancement is very closely linked to the assertion of their status.

Identifying the vital needs has allowed us to find out the most important life goals of student youth. Classifying students' answers were highlighted the most desirable priorities of life values and basic needs, which were grouped into five groups (financial support, professional development, social status, health, self-expression).

The analysis of students' answers made it possible to make a hierarchical distribution of the basic needs for the rating. The first step of priorities of vital values is occupied by «Need to have good health», which is – 100% of

students' answers in both groups. For the second place students gave «Financial needs» Physically Passive Group – 79,4% and Physical Activity Group – 91,4% of the answers. Further, the distribution of priorities is somewhat different. Yes, the «Social Needs» for Physically Passive Group students are more significant and this is 3d step (63,7%), while Physical Activity Group students consider this need less important – 5th place (67,5%) of answers. As a result of the percentage ratio in the last two groups of needs, we can note the significant vital passiveness of students of Physically Passive Group: «Needs for self-definition» – 59,3% – 4th step and the last – 5th step of priorities of vital values «Needs for self-expression» (51,6%). While PAG students have 77,4% (4th place) and 88,6% (3rd place) respectively.

In the course of the research, we described a psychological portrait of students with different levels of motivation to succeed.

The analysis of the data shows that the percentage of students with a high – 29,9% and average – 36,1% «motivation for success» in percentage in Physical Activity Group, more than in Physically Passive Group – 19,6% and 24,5% respectively. The results indicate that Physical Activity Group students have an active desire to be at the center of the event, show interest and participate in various activities. There are also very different percentages between groups of students who have a low level of «motivation for success» Physical Activity Group – 22,3% and Physically Passive Group – 36,3%. This indicates that students from PPG are less confident in themselves and their actions. Students who have low levels of motivation differ in their passivity, for them, most likely, the motive for completing the task is characterized by awareness – «must».

Not much difference in percentages is noted only by the indicator «Avoidance of failure rate» the number of students in Physical Activity Group is – 11,7%, and in Physically Passive Group – 19,6% of students. They are characterized by restrictive beliefs, so they avoid responsible tasks and seek reasons for rejection. This group of students has a poorly developed willpower, communicative abilities. They are neither sure of themselves nor that they will succeed in life. For them, the fear of failure clearly outweighs the desire to succeed.

Discussion

Organization of training is a complex cognitive process due to the fact that the volume and content of information to be acquired by students is constantly increasing, and the period of study remains unchanged. All this leads to the search for new, more sophisticated ways of organizing learning and clearer guidance of students' educational work (Fernandes, Zanesco, 2010; Korzh, 2016).

With the integration of the learning process, interest in physical activity decreases, thereby increasing the percentage of student youth who do not practice any kind of physical exercise or training in the normal daytime schedule. In turn, a decrease in physical activity has a negative impact on a

student's mental performance, his or her efficacy, academic performance, and his or her social activity.

Analyzing the students' answers, we found a certain correlation between the indicators: first, the indicators of success and priority of motives, in terms of learning activities. Thus, first- to fourth-year Physical Activity Group students have the lowest rate of $4,53 \pm 0,02$ while Physically Passive Group students have $3,23 \pm 0,04$. These results are confirmed by the importance of the «Knowledge Acquisition» motive of PPGs only – 59,9% of students, while in Physical Activity Group students this figure was – 81,3%. In our opinion, this is because, on one hand, the choice of profession is already made, but not all students fully understand the features of the chosen profession. We also believe that two components play an important role in the success of learning: the first is professional motivation; the second, intellectual ability and motivation for learning, must be in dialectical unity. The data obtained from our survey and the results of students' academic achievement are confirmation and complement to the percentage of studies (Cools, Van den Broeck, 2007).

Formation of students' motivation for educational and cognitive activity is one of the main problems of modern higher education. Its relevance is due to the updating of the content of training, the definition of the tasks of formation in the youth of the methods of self-acquisition of knowledge, cognitive interests, life competencies, active life position (Fletcher, Fitness, 2014; Redko, 2015).

A strong dependence is observed between the manifestation of the motives «Knowledge acquisition» and «Motivation for success and fear of failure»: so the students of Physically Passive Group are the lowest among all motives of educational activity «Striving through learning to assert their social status» – 44,9%, which is confirmed by the low the level of motivation for success is 36,3% of students. Whereas at Physical Activity Group these student figures are 73,3% and 22,3% respectively.

The «Priorities of Life Values» and «Motivations for Success and Fear of Failure» rating also indicate significant vital passiveness and self-confidence in Physically Passive Group students. Thus, the «need for self-expression» in students of Physically Passive Group takes – 5th step (51,3%), and «the level of failure avoidance» is – 19,6% of students, in students of Physical Activity Group – 3 stairs (88,6%) and 11,7% in accordance. The information of M. Dutchak, E. Ilyin and N. Korzh on determining the level of achievement motivation and avoidance of failures (Ilyin, 2011; Korzh, 2016).

Summarizing the above, our study confirms the views of A. Tsos, A. Shevchuk, O. Casard (Tsos, A., Shevchuk, A., Kasarda, O. 2014), who in their work argue that for the transformation of «passive» student in «active» in relation to physical activity, are important as classmates, team members, as well as teaching staff, who should contribute to the formation of responsible attitude for their health.

It is impossible to overlook the fact that the level of physical culture of a modern man is one of the main indicators of his quality of life, which is

related to the effective influence of physical exercise on the preservation and promotion of health. Also, through systematic classes, a person can satisfy his or her own social needs for communication, leisure, self-improvement, self-education and self-expression.

Conclusions

Based on the above, we draw attention to the fact that students in both the physically active and the physically passive groups have a strong desire for material support and good health. But at the same time, students belonging to Physically Passive Group have little motivation to make any effort to achieve their goals.

We have proved that any means of physical education and participation in various sports activities have not only a health orientation, but also have a positive influence on the improvement of intellectual abilities; formation of students with stable motivation for educational activity, communication skills, desire for success; formation of character traits, etc. All this leads to the education of the ideological orientation of the individual and the motivation of the need to achieve the end result.

Based on our pedagogical experience and practical activities, we believe that physical education classes should be scheduled at least 4 hours per week, throughout the period of study at a higher education institution, because in the difficult conditions of student life purposeful physical training is an effective means of relieving mental tension, enhancing mental performance and maintaining health.

Conflicts of interest

The authors declare that there is no conflict of interest.

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Корж Н. Л., Шуба Л. В., Шуба В. В. Фізична активність як чинник соціальної та навчальної активності студентів

Стрімкий розвиток сучасного світу, безумовно впливає на характер розумової праці особистості й вимагає постійного вдосконалення розумових здібностей, умінь і навичок, спрямованих на продуктивну роботу мозку людини з метою створення інноваційних ідей, проєктів, тощо. Сучасна молодь формується в умовах глибокої трансформації політичних, соціально-економічних, світоглядних і духовних основ людської життєдіяльності. Але в той же час зниження фізичної активності негативно впливає на розумову діяльність, ставлення до особистої та громадської життєвої позиції, знижує якість життя як соціального так і особистого.

Матеріали та методи. У дослідженні приймали участь 337 студентів Національного університету «Запорізька політехніка», різної статі, які були поділені на дві групи: перша група Фізично пасивна група (ФПГ) – 153 студенти, які ніколи не відвідували фітнес центри і не займались самостійно фізичними вправами з метою додаткових занять фізичною культурою; друга Фізично активна група (ФАГ) – 184 студенти, які регулярно самостійно займаються фізичною культурою або регулярно відвідують фітнес-центри та інші спортивні секції. Дослідження має соціальний характер з метою вивчення поставлених завдань для подальшого більш глибокого вивчення важливості ментального виховання сучасної молоді засобами спортивно-оздоровчої активності.

Висновки. Отримані результати свідчать про те, що студенти ФПГ мають низку мотивацію з приводу надання будь яких зусиль спрямованих на досягнення своїх цілей.

Ключові слова: студенти, навчання, соціальна активність, фізичні вправи.

Корж Н. Л., Шуба Л. В., Шуба В. В. Физическая активность как фактор социальной и обучающей активности студентов

Стремительное развитие современного мира, безусловно, влияет на характер умственного труда личности и требует постоянного совершенствования умственных способностей, умений и навыков, направленных на продуктивную работу мозга человека с целью создания инновационных идей, проєктов и т.д. Современная молодежь формируется в условиях глубочайшей трансформации политических, социально-экономических, мировоззренческих и духовных основ человеческой жизнедеятельности. Но в то же время снижение физической активности негативно влияет на умственную деятельность, отношение к личной и общественной жизненной позиции, снижает качество жизни как социальной, так и личной.

Материалы и методы. В исследовании принимали участие 337 студентов Национального университета «Запорожская политехника», разного пола, которые были разделены на две группы: первая группа Физически пассивная группа (ФПГ) – 153 студента, которые никогда не посещали фитнес-центры и не занимались самостоятельно физическими

упражнениями с целью дополнительных занятий физической культурой; вторая Физически активная группа (ФАГ) – 184 студента, которые регулярно самостоятельно занимаются физической культурой или регулярно посещают фитнес-центры и другие спортивные секции. Исследование имеет социальный характер для изучения поставленных задач для дальнейшего более глубокого изучения важности ментального воспитания современной молодежи средствами спортивно-оздоровительной активности.

Выводы. Полученные результаты свидетельствуют о том, что студенты ФПГ имеют низкую мотивацию по поводу придания каких-либо усилий, направленных на достижение своих целей.

Ключевые слова: студенты, обучение, социальная активность, физические упражнения.

Korzh N., Shuba L., Shuba V. Physical Activity as an Aspect of Students' Social and Educational Life

Education – education and upbringing – is the most noble and responsible sphere of human activity precisely because here a person is formed as a person, his/her world outlook and culture are intertwined, the foundations of future profession, career, life success are laid. The rapid development of the modern world, of course, influences the character of the mental work of the individual and requires constant improvement of mental abilities, skills and skills aimed at productive work of the human brain in order to create innovative ideas, projects. But at the same time, a decrease in physical activity has a negative impact on mental activity, attitudes towards personal and social life position, and reduces the quality of life, both social and personal.

Material and methods. The purpose of the study – to analyze the impact of exercising on the social and educational activity of life of modern student youth. The study involved 337 students of different sexes from the National University of Zaporizhia Polytechnic who were divided into two groups: the first group Physically Passive Group – 153 students who never visited fitness centers and did not exercise independently for the purpose of additional physical education; second Physical Activity Group – 184 students who regularly exercise independently or regularly visit fitness centers and other sports sections.

Conclusion: Based on the above, we draw attention to the fact that students in both the physically active and the physically passive groups have a strong desire for material support and good health. But at the same time, students belonging to Physically Passive Group have little motivation to make any effort to achieve their goals.

Key words: students, education, social activity, physical exercises.

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