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Motivation to physical education of school and university students

Collective monograph

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The monograph examines the motivation for physical education and sports for schoolchildren and students. Factors of motivational activity of schoolchildren in the process of physical education are determined. Modern problems of physical education of students of higher education institutions are revealed. Motivational priorities of students of pedagogical specialties in the field of physical culture are singled out. The organizational and methodological conditions for the formation of motivation of students of institutes of physical culture to professional and applied physical training are determined.

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CONTENTS

FOREWORD

In recent years, the workload of secondary school students has increased so much that the resulting immobility, limited muscle effort are causing diseases of various body systems, and the problem of improving the training of specialists in physical education and sports is becoming more urgent. Recently, the state has adopted several resolutions on reforming the system of physical education of schoolchildren and students, the Law of Ukraine "About Physical Culture and Sports" (11.2009), which provides for improving the quality of training of physical education teachers. Today in the education system there is a search for ways to increase the efficiency of the educational process for the maximum approximation of freelance graduates to the model of professional training. The system of physical education is associated not only with the acquisition of knowledge, but also with the acquisition of moving skills and abilities that require appropriate physical training, and with the ability to transfer their experience to students. In this regard, there is a problem with their professional and applied physical training during training in higher educational institutions.

In the first chapter "The factors of motivational activity of schoolchildren in the process of physical education", the scientific and methodical literature on the problems of physical education of schoolchildren and students are analyzed. In modern conditions, the state priority of physical education of youth is to strengthen health, education of appropriate motivational and behavioral characteristics, active social orientation to a healthy lifestyle. The main principles of change in the system of physical education should be the development and implementation of effective didactic content in educational institutions, increase physi-

cal activity of students, and the efficiency of the educational process in physical education. The study of this problem will help to create conditions and develop incentives that will contribute to the formation of internal motives of adolescents, aimed at self-improvement of the body through physical education.

In the second chapter "Modern problems of physical education of students in higher educational institutions", the data of domestic and foreign authors on non-special physical education of students as a priority area of the educational process of pedagogical higher educational institutions are analyzed and generalized; problem range of issues in the formation of values of physical culture and motivation for professional and applied self-improvement; motivation for physical education and sports for students of pedagogical specialties.

The third chapter "Motivational factors that determine the direction of student learning and professional development in the field of physical education and sports" analyzes and summarizes the data of domestic and foreign authors on improving the training of specialists in the field of physical culture and sports; features and structure of professional activity of the teacher of physical education; motivation as the basis of human activity; the impact of motivation on the success of the profession; ways to form motivation; specific features of students' motivations in the educational sphere of physical culture. The study of the problems of professional training of students of physical culture specialties testifies to their predominant lag not so much in professional training, but in the professional orientation of the individual to master the future profession. The basis of the formation of the professional orientation of the individual is the motivation associated with interest in the chosen profession, independence, activity, focus on achieving goals, self-actualization.

LIST OF ABBREVIATIONS

HEI	– a higher education institution
SE	– self-esteem
PC	– physical culture
VO	– value orientations
PHZ	– fitness classes
VLC	– vital lung capacity
BP	– blood pressure
F	– fitness
PPT	– Professional Physical Training
S	– Sports

Chapter l.

MOTIVATION TO PHYSICAL CULTURE AND SPORTS OF 5-ll GRADERS

Prospects for the humanization of society can be determined by analyzing legislative documents adopted by the state regarding the physical education of the population. The priorities of the individual in society are declared not only by his rights but also by specific state reforms aimed at meeting the needs and interests of the individual, its development and improvement, well-being and prosperity of the society as a whole. The Targeted Comprehensive Program "Physical Education – Health of the Nation" can be considered as an indicator of progressive humanistic shifts signed by the President of Ukraine. Unlike previous programs, the main goal of physical education reform should be to improve human health, taking into account its needs, motives, interests. For the implementation of state measures, it is necessary to identify the factors that influence the formation of these motives, the reasons that prevent them from realizing them, and the incentives that contribute to increasing the motivation to exercise [88, etc.].

In recent years, the volume of an educational load of pupils in secondary schools has increased to such a degree that the immobility caused by this, the limitations of muscular effort are causing diseases of different systems of the body. During the period of study at school from 1st till 11th grade, the number of ill children increases by 2–3 times, and the number of children who have impaired posture reaches 80-90% of the total number of learners. The negative effects of restriction on the movement of children and adolescents counteraction are physical culture and sports, which can be an important factor in maintaining

and promoting health, comprehensive development, improving performance and fatigue, increasing the body's resistance to various diseases during training.

The specificity of physical education is that understanding of the problem becomes a motivating incentive to exercise, the use of natural factors and the formation of a way of life that will contribute to the achievement of personal and social goals. The criterion for the effectiveness of this process should be the level of children and adolescents health, the level of physical and social capacity.

The program of physical education of schoolchildren provides forms of organization of classes which can to some extent compensate for the deficiency of physical activity which arises in the conditions of the saturated general educational process. However, in real life, there is only one form – a physical education lesson twice a week. The supplement is the independent physical exercises, which are carried out spontaneously in the form of motive and sports games.

Improving the physical condition of children, and therefore their level of health is only possible if they are pursuing systematic, targeted exercise classes that have training regimes and are developmental in nature. In school, such forms are physical education lessons, trainings, and independent physical exercises at home. According to a survey, the percentage of school learners, who are systematically engaged in sports is only 20-25%, homework in physical education is performed by about 7%. The results of the research show that the number of learners who train systematically and independently can increase only if the motivation for these activities is increased.

The research shows that the needs, motives, and interests in the field of physical education have their age characteristics and are related to psychological development, social personality formation, temperament, socio-economic conditions of a particular family. However, there are no data in the literature that allow us to identify the factors that influence the formation of students' motivation to physical self-improvement, incentives for systematic exercise due to individual and typolog-

ical features of the nervous system, social living conditions, organizational and methodological conditions of providing physical education at school in different regions of Ukraine. Addressing these issues will help improve the organizational and methodological basis of the physical education of students and will transform the student from the object of the pedagogical process into a subject, increase his activity and interest in achieving a high level of his own physical health.

The factors of motivational activity of school learners in the process of physical education

The education of personal physical culture of school learners

In our and other countries, scientists and experts raise the question of the need for significant restructuring of the physical education of children and young people [84; 85; 141].

Most scientists believe that the system of physical education, in the first place, should be rebuilt following *the principles of humanistic pedagogy and psychology*. The most important principles are increasing attention to each personality as a higher social value; transformation of the student from the object of social and pedagogical influence of the teacher to the subject of active creative activity based on the development of internal motives to self-improvement and self-determination; democratization in teacher-student relationships; formation in the man of the motivation of versatile and harmonious development, etc. [1; 41, etc.]. To perspective tendencies of improvement of the organization of physical education of children and young people, authors [63; 85; 105] refer to the reorientation to a more complete account of individual morphological and functional and psychological features of a person in the process of his physical education, to obligatory correspondence of the content of a physical activity to the rhythms of human age development and the fundamental

laws of purposeful transformation of his physical potential. There is a free choice of forms and intensity of activities that contribute to the physical improvement and promotion of health [140]. Important role is devoted to a significant reorientation of the goals and objectives of physical education. First of all, it is a transition from a system that is focused on the formation of only certain physical qualities, vital motor skills, to a system that gives a person a deep knowledge of his body, means of purposeful influence on the physical condition, preservation, and promotion of health, and also shapes his need for a healthy lifestyle and physical improvement, active exercise and sports. In other words, the main task is the formation of healthy lifestyles and physical culture of youth [88].

The science and practice of physical education still need integrational and methodological studies of this issue [56].

This significance is increased due to the critical situation with the state of health of the population of Ukraine. One of its manifestations is an increase in the process of depopulation, that is, a reduction in population due to high mortality, a decrease in the life expectancy of men and women, and a deterioration of the reproductive health of young people.

It is impossible to radically change the situation at the expense of the existing traditional health care system in the country due to the lack of necessary funds for its development.

According to the experience of the developed countries of the world, state support for the development of physical education and sports is the most economically viable and effective means of preventing morbidity, strengthening the gene pool and solving other social problems.

The National Program "Physical Education – Health of the Nation" for the period 1999-2005, developed by the Law of Ukraine "On Physical Culture and Sports", defines the new priorities of society for human health as the highest humanistic value.

Among the most urgent tasks of the Program are:

– promotion of cultural and physical development of young people, inure the sense of public consciousness and patriotism, the desire to actively promote the establishment of statehood in Ukraine;

– development of sports and sports movement in Ukraine, taking into account changes in all spheres of public life and values of the Ukrainian population;

– inuring the reorientation of the industry's practical activity to a priority problem – strengthening the health of different segments of the population through physical education and sports;

– creating conditions to meet the needs of every citizen of Ukraine in improving health, physical and cultural development;

– accustoming of relevant motivational and behavioral characteristics of the population of Ukraine, active social orientation for a healthy lifestyle.

Therefore, one of the tasks and measures to improve the situation in the physical education and health activity in the educational sphere is item 1.7. To conduct sociological research and identify the motivation of children and young people to organize meaningful leisure through physical and health and sports-mass work.

Relation to the physical culture of society as a whole and a particular personality consists of understanding this concept (definition).

In the special literature the term "culture" is referred to like certain types of human activity (society), and the means, methods created in society, as well as the results that are of value to the individual and society. Man appears as the carrier of culture, the consumer, the creator of it [88].

Culture is seen as a specific way of organizing and developing human life, represented in the products of material and spiritual labor, in the system of social norms, in spiritual values, in the relationship of people to nature, between themselves and to themselves.

With a large number of conflicting views on culture, the following concepts are recognized as most integrated:

a) a concept of culture based on the disclosure of the process of cultural development;
b) a concept that focuses on spiritual production;
c) an approach to a culture based on the conscious organization and management of people's behavior and life.

In modern literature different approaches to revealing the essence and component composition of physical culture are covered. It is noted that physical culture is associated with:

1) activities aimed at physical improvement of a person;
2) a set of intellectual, social and psychological and motor components, with a system of needs, abilities, activities, relationships, and institutions based on the development of physical qualities, with the forms of its organization (components, subsystems) [167].

Physical culture is viewed from the active and the productive side, in the unity of subject and personal values. There are attempts to form a more integrated view of the essence of physical culture, based on these concepts, which synthesize one-sided ideas about physical culture into a single system model.

In our opinion, V.A. Kolychev successfully expresses his understanding of physical culture: "Physical culture – the first natural bridge, which unites into one whole social and biological in human". The mastery, protection, and multiplication of the natural matter in a person are refracted and reflected through conscious movement activity, which is the basis for the formation and preservation of physical potential.

Literature analysis and own researches have led to the following conclusions:

Physical education can be considered as an activity aimed at meeting the individual needs and needs of the society.

From methodological approach the main way of education personal physical culture in school learners is recognized as physical culture education in the process of various types of physical activity.

Physical education is regarded as an activity aimed at personality formation [85].

Every activity includes the purpose, the means, the result and the process of the activity itself, that is, an integral characteristic of the activity is awareness. The basis of activity is the conscious purpose, which appears outside the activity and is in the sphere of human motives, ideals, values.

Therefore, from the psychological and pedagogical standpoints of personal physical education in schoolchildren, it is presented in the work as educating the needs, motives, and interest in the values of physical culture, an integral part of which is personal health. This means that the consumer-motivational sphere is a system-forming factor of all educational influences (means, methods, techniques) and is formed in the process of social-psychological, intellectual and physical (body) education. Moreover, all types of education should be carried out in unity (in the complex), because the person is integrity and multidimensionality.

Thus, the needs, motives and interests of the learner to the values of physical culture, and to systematic physical education are a psychological mechanism for the transformation of social values of physical culture into personal values [58; 68].

The pedagogical process of education of personal physical culture of school learners, as a phenomenon, complex and multifactorial, can be studied and refined, based only on system theory, which can be attributed to the psychological theory of S. L. Rubinstein, A. N. Leontev. According to this theory, the educational effect of any activity (in our case – physical education) depends first and foremost on the adequate motivation of the students involved in this activity. The readiness of the individual for physical activity, that is, for the development of the value of physical culture, depends primarily on the motivational subsystem.

In the work physical culture is treated as part of the general culture, a set of spiritual and material values, ways of their production and use to heal people and development of their physical abilities.

The physical culture of a person (an individual) is a part of a person's general culture, the level of his or her physical health that a person has been able to maintain or improve through his/her desire, knowledge, healthy lifestyle and physical activity.

At the same time, by the personal physical culture, we mean the intellectual, spiritual aspect of the individual (knowledge, skills, interests, values , and values in the field of physical culture) and the activity

side of the individual (systematic voluntary exercise, physical hygienic procedures).

Education of personal physical culture is a pedagogical process aimed at the achievement of conscious, positively motivated activities of students by means of physical exercises, hygienic procedures that influence the formation of active interest in physical culture in them. Active interest in physical culture refers to an interest in organized and independent physical education. The formation of interest plays a crucial role in the education of students' physical culture [31].

High mental and physical capacity in combination with self-organization and self-education makes the person harmoniously developed, and therefore, healthy and socially active. The foundations of a healthy lifestyle with active mental and physical work, formed in school age, will help to form a "fashion for fitness" and support it throughout life, making it lasting and productive. Under these conditions, a person will become a true constructor of their health.

The formation of students' motivation for physical education and sports

There are many definitions of motivation, but according to H. Gabler, no matter what the definition of "motivation" is, the research of it justifies the behavior of a particular individual, that is, those internal and external factors that cause, induce, persuade him to act in this way, and not otherwise.

Motivation is a set of motivating factors that cause the activity of an organism and determine its orientation [52].

"Motivation is an abstract concept that can only be judged by the results of a particular behavior." In the classical sense, it is a tendency to perform certain actions. If the trends are of a rather intense and persistent nature, one can speak of a high level of motivation.

Motivation is a common term that denotes a condition that causes a person to start any activity and continue it, showing courage and perseverance. Motivation explains why a person did so, but not otherwise.

The concept of motivation is based, of course, both on biological and social factors and on learning factors that stimulate, support and stop purposeful behavior.

Kagan and Havemann define motivation as a certain force that regulates behavior and emerges as a result of the need or desire to achieve a specific goal.

Motivation towards reducing stress is created by a certain need. The purpose of behavior satisfies certain basic needs of the individual [111].

Some classifications of needs have been made, but none is comprehensive.

For example, Maslow's classification of human needs [111]:

Level 1 – physical needs (hunger, thirst, rest, breathing, and exercise).

Level 2 – security (protection against natural phenomena, social aggression, injustice, tyranny, attack).

Level 3 – affiliation (belonging to a certain group, love, friendship, attention, acceptance by people).

Level 4 – Ego needs (self-affirmation, status, autonomy, respect, recognition).

Level 5 – self-actualization (self-realization, the realization of individual potential, self-elevation).

In other words, the need is the lack of something that manifests in a state of tension in the psyche and is reflected in the mind of man in the form of desires, inclinations [52].

In the field of physical education, it is advisable to distinguish the following groups of sustainable needs: biological, social, ideal (V. P. Simonov).

Biological (leprosy) – the needs of the body (the need for motor activity, change of activity (rest), recovery after fatigue, replenishment of biological resources, etc.

Social – those who are content in the process of communicating with others: self-affirmation, leadership, submission, compassion, imitation (fashion).

Ideal – spiritual, personal needs of self-expression: cognition, creativity, entertainment, receiving positive emotions, purposefulness (reflex of purpose).

Dominance in a particular period of life of a particular need, motivation, and choice of means to achieve the goal is determined by the natural inclinations of man, age characteristics, social conditions (morality, laws) and mainly upbringing [85].

The motive is a trigger for the action, action, for activity. As a motivating cause, it gives a certain direction to human behavior and causes it to act in this way and not otherwise. We constantly face the problem of motive in everyday life, though we do not always realize it.

The motive not only determines a person's behavior but in many respects determines the end result of his activity [33].

To address the question of why the body becomes active at all, the authors propose to consider manifestations of needs and instincts as sources of activity of the body. If we study the question of what the activity of the organism is aimed at, why these actions are selected, actions rather than others, the manifestations of motives are examined as the reasons that determine the choice of the direction of behavior. The need drives the person to be active, and the motive – to the directed activity [52].

The emergence of need entails a chain of human actions, which are accompanied by internal mental and external motor activity and the desire to get rid of internal stress. This leads to the search for a way out of the situation and causes the emergence of a goal that is still ideal, existing only in the imagination of man, but already the one that directs the search results.

In order to understand the content of an activity, it is necessary to find out its causes, that is, to reveal the motivating forces that underlie the activity. The scientific analysis of the motivating forces that underlie human activity and activity has been preceded by numerous attempts at intuitive reasoning.

Formation of motives is carried out under the influence of internal factors (suppose needs), or external – encouragement, punishment, etc.

The statement of C. F. Granman (1969), who believes that no matter what definition we give to motivation, her study provides a justification for our behavior, which means those internal and external factors that compel, induce, persuade us to act in this way and not otherwise.

The subjective attribution of the need to objectively existing things, phenomena that appear in the subject's life as objects of his activity, can also stimulate activity. A. N. Leontev writes that the need alone cannot determine the specific focus of the activity. The need is determined only by the object of activity – it must find itself in it. As the need is determined in the subject, it becomes the motive for the activity that drives it. The motive for A. N. Leontev is a subject correlated with the need that is a necessary object. S. L. Rubinstein, considering motivation as the ratio of internal conditions to external (ratio of need to object), writes: "Not the desire for "happiness " defines the motivation (motive) of people's behavior, their activity, but the relationship between the motives (specific) and the results of their activities determine their "happiness", the pleasure they receive from life."

Any human activity, any acts of behavior in the process of implementation are specified as a result of a more accurate reflection of changing environmental conditions, the requirements of higher need, as well as due to changes in psychological capabilities, internal claims of the individual as a subject of activity. Motivation is the complex mechanism of correlation of external and internal behavioral factors of personality, which determines the occurrence, direction, and ways of implementing specific forms of activity [101].

Intention to act is a motive, which is formed as well as motivation based on subject-object relationships, but these relationships can have a very narrow focus.

Based on the notion of "external" and "internal" factors that influence the formation of motives, L. Bozhovich established two groups of motives that have different origins and different psychological characteristics. The motives of the first group are directly related to the content and the process of activity, they can be called internal motives. The sec-

ond group includes those in which the motivating factors lie outside the activity, they are called external motives. In the case of external motives, the activity is driven not by the content, not by the process of activity, but by factors that are not directly related to it.

Based on this, we can determine the motives that guide the learners in the process of physical education:

I. Internal motives. Motives related to the process and content of the activity (motivation is interest, desire to receive positive emotions, feelings of beauty and harmony of own body).

II. External motives.

1. Broad social motives:

a) motive of duty and responsibility to the community, sports group, class, coach, teacher;

b) motive of self-determination and self-improvement;

Scientific research [86; 105; 109] testify to the pronounced age peculiarities of human motives and interests. During childhood, studying at school, in high school physical education performs the function of building the foundation of personality: mastering knowledge, skills, the formation of outlook and culture, which correlates with the improvement of physical development, physical fitness, the formation of aesthetics of body and culture of movements. At this stage, the basis of motivation is the awareness of oneself as a person.

Interest in the material and spiritual values of physical culture can also influence, as a consequence, one of the integral manifestations of the complex processes of the motivational sphere. In this case, motivation is the basis, the source, the interest is the consequence, the manifestation of the processes that take place in it. However, the interest, arising on the basis of the child's primary need for movement, in new experiences, in new information, in the process of development may develop into a new, secondary (spiritual) need – physical improvement, on the basis of which new motives and interests will emerge.

Interest and motivation are interrelated and affect each other. Intrinsic motivation arises when external motives and the purpose of

physical education correspond to the possibilities of those who are engaged, that is they are optimal (not too heavy and not too light) and when they understand the subjective responsibility for their implementation. Successful realization of such motives and goals arouses the students' desire to continue pursuing their own initiative, that is, intrinsic motivation and interest. Intrinsic motivation also arises when the student feels satisfied with the process, the conditions of the lessons, the nature of the relationship with the teacher, with the members of the team during these lessons. However, internal and external motivations must exist in dialectical unity.

Personal motives:

a) a desire to receive approval from other people (teacher, coach, parents, friends);

b) a desire to obtain a high social status (prestigious motivation: to become a champion, to fulfill the norm of the master of sports, to get a prestigious position, to receive a financial reward).

Motives for avoiding troubles that may arise in the event of failure to meet the requirements and expectations of parents, teachers.

In the course of activity, external motives must be supported by internal motives (interest, desire, and personal conviction), otherwise, they will not provide the maximum effect.

The older the learner, the greater the role in the motivational sphere played by socially significant motives: to be healthy, ready for life, work, and military service. Educational, cognitive, productive, procedural, evaluative and test motives, motives for well-being and avoidance of troubles have different forces at different age stages of student personality development and depend on peculiarities of educational influences and socio-economic conditions that have changed over the last decades [86].

Personal physical culture can be nurtured in two ways: influencing purposefully individual motives, the motivational sphere and the personality of the student as a whole. It is appropriate to combine two ways influences on motivation: top-down and bottom-up. In the first

attempt, students have explained socially and personally significant motives for physical education (standards, patterns of motivation). In a second way, those who engage are involved in various types of physical activity, where they gain practical experience of moral attitude to personal physical culture, to exercise.

In order to determine what motives students (external or internal) are driven by, they need to be given a real opportunity to exercise on their own initiative, and if they continue to exercise, this means that these motive activities are based on internal motives [15].

The formation of motives begins with the emergence of the goal. The same need can be met by achieving different goals (making money, learning well, achieving high athletic performance, etc.). On the other hand, the same goal may satisfy different needs, for example, the student tries to study well, to have a broad knowledge, to increase the intellectual level, or to stand out among his companions, or not to punish parents. The motive is an understanding of why and for what a person should exhibit external activity. Understanding "why" is related to need, and "for what" to the purpose.

Psychological features of teenagers' motivational activity

Dynamics of motives for physical culture and sports in the age aspect are ambiguous and depend on the peculiarities of formation and formation of personality.

The basis for identifying a differentiated approach to physical improvement is to take into account the age and sexual characteristics of students, their physical condition, the development of motor abilities, personal characteristics, motivations to exercise.

Students' attitudes toward physical education can be negative, neutral, conscious, positive and creative, active, proactive. This or that relationship depends on the motives of physical education, the purpose of the classes, the nature of the educational activity.

The motivation for exercise begins with the formation of interest in this type of activity. This is assisted by theoretical training in the field of physical culture, knowledge of the structure of body and movements, teaching children the rules of conducting motive and sports games. One of the foundations for the formation of physical culture motives is the difficulty in meeting the needs and interests when they are conditioned by the lack of physical fitness. Motivation to exercise is hampered in children who are not sufficiently aware of the role and importance of body culture for maintaining health, successful work in the desired direction, aesthetics of their appearance, etc.

Pupils' motivation for physical self-improvement is considered to be an important initial stage in the process of organizing their self-employed physical exercises.

As a teenager, there is a sharp increase in interest in one's self, the desire to know oneself, one's capabilities, strengths, and abilities. Self-awareness involves self-esteem. A teenager's self-esteem starts with learning about other people. They pay close attention to their mates, adults, listen to how others evaluate certain actions of people and project a similar assessment for themselves. Well-known psychologist V. A. Krutetsky, who studied adolescents, writes: "Initially, the basis of the teenager's consciousness are judgments about him by others - adults (teachers, parents), staff, friends. The younger teenager looks at himself through the eyes of others. With age, there is a tendency to independently analyze and evaluate one's personality. "The teenager's self-awareness is characterized by a contradiction between the desire to know oneself and the real possibilities to do so. Through lack of knowledge, life experience, self-assessment of schoolchildren 11-15 years is very imperfect.

The older school-age is characterized by the intensification of the processes of professional determination. They are managed by a system of vocational guidance at school, the most important part of which is physical education lessons. They are designed to prepare high school students for their chosen profession and to educate them about the need for physical improvement. These tasks are possible through information

and counseling activities that include lectures, individual and group discussions, through information provided during the exercise.

The interaction of representatives of different age groups is one of the mechanisms of youth activity in the process of physical education and sports.

In the practice of organizing health-enhancing physical culture with schoolchildren, the most important role is played by the orientation of children's mental activity to self-knowledge - the signs of physical and psychological health, ways of its preservation and improvement.

In the process of physical education, it is necessary to take into account the age-old psychological patterns of development of students. As the loss of interest in all forms of physical education, as a rule, falls into adolescence, so take into account the most characteristic psychological features of adolescence, in particular, the development of self-awareness, the formation of self-esteem, feelings of adulthood, the development of cognitive needs, desire to communicate [49].

The instability of the teenager's psyche requires his constant interest in exercise. Our observations indicate that they must be emotional but not too complicated. The interest in complex, inaccessible exercise dies away as quickly as it does in a very simple, effortless exercise. Excessive availability of exercise can lead to dilettantism in mastering their technique. However, especially at this age the versatility of physical development must be combined with a technically correct apparatus for performing exercises.

The authors of [156] argue that a rationally constructed system of physical exercise stimulates biological processes, enhancing the growth and development of organs and tissues of the body. However, the teenager's tendency to overestimate their abilities often leads to overloading themselves with power exercises, lifting heavyweight, performing complex acrobatic, gymnastic and other exercises. In view of these characteristics of adolescents, exercises that may be a potential source of technical amateurism and sports injury should not be included in the lesson.

Not all motives have the same motivating force for children of all ages and for every child. Some of them are the main ones, leading ones, others - minor ones, side ones that have no independent meaning. The latter, in one way or another, obey the leading motives. In some cases, the desire to win a place of excellence in the class may be a leading motive, in other cases the desire to get a higher education, interest in the knowledge itself, etc.

Unlike adolescents, whose broad social learning motives are primarily related to the conditions of their school life and the content of the acquired knowledge, older schoolchildren begin to realize their needs and aspirations related to their future position in life and their professional -work activity. Senior students are the people who look to the future, and all of the present, including education, stands out for them in the light of this basic orientation of their personality. The choice of a further life path, self-determination becomes for them the motivational center that determines their activity, behavior, their relation to the environment and themselves [165].

Although all high school students face similar problems, they grow up differently. First of all, the law of non-uniformity applies ripening and development. Therefore, the first question that arises when meeting with high school students: whom we are actually dealing with - a teenager, a young man, or an adult, not in general, but in a specific sphere of life.

Most high school students already have a clear differentiation of interests and preferences for various activities. One loves mental work, the other is physical, the third is communication with people, the fourth is social work, the fifth is passionate about everyone in turn, and the sixth is equally indifferent. No less diverse is their motivation. One does not want to be driven by the need for achievement and self-examination, the second by the desire to benefit others, the third by the feeling of dependence and the need for the approval of others, the fourth by the desire to get away from irritation and conflict, etc. [21].

In adolescence, some of the shortcomings of the will are clearly revealed. First, there is a lack of discipline in schoolchildren of 12-15 years, not bringing the case to the end and so on. This is most often due to the

inconsistency and inconsistency of the adult requirements. Second, the inability to perform high-voltages if adults do not reasonably release teens from difficult and responsible tasks. Third, a significant violation in the teenager is clearly a lack of endurance and self-control, which is expressed in impatience, impatience, sharpness. Fourth, the quality of freedom and negativism are often observed in adolescents. It is the desire to act against the demands of adults. Fifth, because of the lack of knowledge and life experience, a teenager does not always correctly understand the essence of individual volitional qualities, he cannot properly choose the means of their education.

To complement the psychological characteristics of the essence of motivation in the development of children and adolescents, one must focus on the theory of goal attainment, which identifies three factors that determine a person's motivation: goal attainment, competence and attainment behavior. In order to understand a person's motivation, it is necessary to find out how important they are to success or failure and how they perceive it, how objectively it can make self-esteem.

It is believed that the development of achievement motivation and competitiveness goes through three stages. Not everyone can reach the final stage, and his age has significant fluctuations:

1. The stage of autonomous competence. At this stage, which lasts up to 4 years of age, the child focuses on his or her environment and self-esteem. For example, a child who is motivated to learn to ride a bicycle does not care that someone rides faster than she does.

2. The stage of social comparison. At this stage of 5 years of age, the child mainly compares his level of activity with others. This stage is "who is faster, bigger, stronger and more attractive".

3. The integrated stage. It is a combination of the previous two. The person who performs this integration knows when the time is right to compete and compare themselves with another, and when to use the comparison with their previous results.

Identifying the stages of development of achievement motivation and competitiveness will help to better understand the behavior of chil-

dren. The authors emphasize the need to develop an integrated achievement orientation.

The influential factors of students' motivation to physical exercises formation

The formation of motives is influenced by environmental conditions and the formation of the personal sphere of the child.

In psychology, personality is understood as the set of individual properties of the psyche that govern and determine the active activity of man. In the field of physical education, as in other activities, all three components of man are involved as a system. Biological and personal is the defining factor of it motives, ideals, goals, ways to achieve them and activities. Therefore, a person in the field of physical education it is expedient to consider as a biological-personal-social system [85]. It is necessary to clarify the question of the relationship of personal and social in man. It is assumed that human behavior is determined by the relationship of internal and external factors. All attention to human influence is embodied through the "totality of internal conditions", which in the end will form what determines personal, individual, determines its perception of the world. The same external influence by different people is perceived differently and can cause different feedback depending on the condition, general culture, type of temperament, etc. The degree of individualization of the external, ie education, is about 40-50%.

Physical education at school is aimed at achieving a high level of physical health.

The question arises under what circumstances a person begins to exercise, at what age and what interferes with these activities. The reasons that encourage physical activity in the literature were quite clearly stated [87; 109].

1. The normalization of body weight worries many people. Most often it is noticed in adulthood, but there is evidence that in adolescence this cause is stimulating [87]. This needs more investigation.

2. Reducing the risk of developing hypertension is a concern for about half of the adult population, but schoolchildren also recognize the promotion of physical education [1; 33; 40; 87].

3. Reducing stress and depression. In today's society, there is a significant increase in people suffering from depression and increased anxiety.

4. Pleasure. Although many people start exercising to promote health and lose weight, however, if one does not enjoys the lessons, she can quit the class. The main reason for the participation of many adolescents in organized sports activities is to have fun [85; 105].

5. Development of self-esteem. Exercise is associated with the emergence of a sense of overcoming the difficulties that loves people more confident in their appearance.

6. Communication. Very often, people begin to engage in some kind of locomotor activity to communicate with others. The teenagers note that they have chosen a particular sport "for the company" because one of their microenterprises went there to practice.

The literature also identifies the reasons that interfere with physical education. From specialists, their knowledge will help to develop an adequate strategy for overcoming these obstacles.

1. Lack of time. This is the reason most of the population refers to. However, according to the authors [85; 87], this indicates a shift in priorities for different types of leisure activities and low motivation to exercise.

2. Lack of knowledge. Quite often not only adults but also students refer to it. This is a fact that needs to be investigated because it will allow us to redesign and supplement the physical education curriculum in the general school.

3. Lack of training facilities. This reason also needs to be investigated, because in foreign studies we are talking about expensive equipment, and in the conditions of Ukraine, children refer to the lack of basic equipment in schools, and sometimes to the absence of sports uniforms [87].

External factors that influence the formation of the motivational sphere of adolescents

The formation of motives is influenced by various factors. So, among the factors that determine the participation in the programs of physical activity, scientists R. Weinberg and D. Hoppled highlight personal, situational, behavioral, organizational. Authors such as G. I. Vlasyuk, R. G. Golovkova, I. F. Zinberg, P. K. Durkin, K. K. Kardialis, T. Yu. Krutsevich, O. Fedik [21; 45; 88; 159, etc.] distinguish communicative, family, socio-economic, personal factors that can be generalized according to their formation as external and internal.

The influence of information factors is the circumstance that proves that the relation to something is not hereditary, but formed, creates the conditions for its change. A necessary condition for its formation is the receipt of new information. Thus, a conditioned cognitive conflict (the collision of two opposite tendencies), in the solution of which a new attitude is formed. It can be assumed that, having some knowledge (information) about physical culture and sports, it is possible to change or form a positive attitude towards physical education and sports activities.

According to I. P. Pavlov, the high degree of receptivity of mental stimulation is caused by the fact that the word acts through analyzers on the brain as a higher stimulant, which affects all functions of the body. Having made the nature of the universe accessible to psychophysiological analysis, I. P. Pavlov determined the basic indicators of basic suggestiveness: decrease in the tone of the cerebral cortex, rapid transition of cortical cells to a brake state, which causes the emergence of functional disunity of brain activity (I. P. Pavlov, 1953) .

In the 21st century, the problem of resilience of the human psyche and especially adolescents to manipulative forms of influence of the media and advertising is actualized.

Many years of research have shown that one of the main factors that determines the success of the development of physical culture and

sports in the country, the formation of a healthy lifestyle, is the effective activity of the media.

The general population is actively using the media as a source for physical culture and sports. First and foremost, it's about television and radio. The regularity and intensity of the use of physical education media depends on gender and age, social status and attitude to physical culture and sport. There is a trend of increasing consumer interest in those materials and messages of television, radio and print that have educational and practical workload.

"National organizations should take measures in the field of information policy that would contribute to changing the behavioral stereotypes of people, take into account the interests of specific groups of the population, involve in the work of various media, use new technologies, research, marketing" [20].

The influence of family education on the formation of motivation for physical education and sports. Historically, the family has been one of the main institutions for the socialization and upbringing of the younger generation. It is known that it is in the family, first of all, that the moral position of the young person is formed, orientation to certain vital needs, skills of their regulation and satisfaction are developed.

The conditions of family upbringing are reflected throughout the life of the child and serve as the initial moment of personality formation. The family, because of the demands placed upon it, should maximize the adaptation of its members to the conditions of public life, as well as prepare the ground for the young man to adopt social norms [106].

Family circumstances impose a significant imprint on the formation of the moral and social positions of the teenager, his life guidelines. Failures, lack of understanding between parents and children, unfortunately, are not currently regulated by the school staff, since the school is only engaged in teaching. With all the positive attitude to the problems of childhood on the part of public authorities, the adoption of declaratory norms and programs that

There are in Ukraine, the main burden of educating adolescents, forming their views, beliefs, moral values is completely transferred to the family.

There is a need to educate the parents themselves. Our society is not psychologically prepared to accept a child as an individual, with his or her view of the world and its attitude to it. Forming such relationships is not a matter of one generation, but it is necessary to start now, because those relationships that are built in parental families are subsequently projected into relations with their children, that is, imprint on the next generations.

Treating a child as a property that should obey advice and obey the decisions of the parents can be seen as psychological abuse, which leads to the adolescent's sense of self-doubt, moral responsibility for his or her actions. As a rule, such relationships continue in later life.

Due to the defects of family education, through unhealthy relationships between parents, the child learns negative habits of behavior, it can form distorted moral ideas, and passive participation in conflicts between parents, negative experiences sometimes give rise to stressful states, lead to neurosis, emotional emotions, development. Often, parents do not realize that they hurt the psyche of their children, and explain the inadequate response to methods of education "teenagers' difficulty", the harmful impact of the street.

Such relationships are indicative of the parents' complete ignorance of the problems of upbringing of the younger generation, misunderstanding and inability to find an individual approach to each conflict situation that arises in the family. Lack of counseling on such issues, neglect of own children leads to the fact that the percentage of mental illness in children

The country's population is growing steadily, which, in turn, is projected in a few years on the overall mental health of Ukraine's population.

The social and economic transformations of recent years have led to a decline in the material wealth of most families, an increase in the in-

dustrial and domestic employment of adult family members, temporary unemployment of parents, more often mothers, when changing their profession or place of work. The consequence of all this is a decline in the standard of living of families, an alarming atmosphere in the family, an increase in the number of conflicts in relationships, cruelty to younger family members, as the most dependent and defenseless.

It should be noted that, unlike the violence and cruelty that adolescents encounter on the streets, at school, among peers, domestic violence has a greater impact because of its systematic and continuous nature, as well as the fact that it has been inflicted close people with whom the child's safety and protection are linked to the child's imagination [106].

The first information about the benefits of healthy lifestyle factors is heard by the parents. During preschool and primary school age, the authority of adults is so high that the child perceives all the instructions of the parents in the form of dogmas. If the family's general atmosphere and attitude are following the proclaimed and valid rules, the children usually act in the manner of imitation and repeat the lifestyle of the parents. This is compliance with hygienic standards, diet, physical activity, attitude to bad habits. Therefore, in the families of athletes, as a rule, children inherit and continue the sports hobbies of parents. However, in modern conditions, playing sports does not always depend not only on the wishes of parents and children, but also on the material status of the family, which affects the possibility or inability to pay for classes in season tickets [85; 87]. Besides, it was noted that in the early 90's the share of the contribution of family education to shaping the needs and interests of adolescents in physical education and sports. No such studies were conducted in the late 1990s and early 2000s, which necessitates the study of this problem.

In the present circumstances, the specificity and basic orientation of social policy is to mitigate for children the negative consequences of the processes occurring in society, as well as to create conditions for the modification of existing and the emergence of new social institutions

that would meet the needs and realize the interests children and young people.

The influence of school education on the formation of adolescents' motivation for physical education and sports. One of the directions of the modern concept of physical education is aimed at achieving higher results of physical fitness based on implementation of fundamentally new approaches, tools, technologies, where the main thing is not the procedure of drawing on the motor result, but difficult and painstaking work on forming a genuinely interested attitude to the process of self-improvement, creating conditions for mastering ways to improve their physicality. The task is to make active motor activity more meaningful, purposeful, and as much as possible appropriate to the individual characteristics of everyone involved. It is necessary to focus on the elements that contribute to the formation of a competent attitude of students to themselves, their body, the need-motivational sphere, the awareness of the need to promote health, a healthy lifestyle, physical improvement [3].

Of great interest is the interpretation of problems of school education in the work of Academician S. Goncharenko (1997). The scientist describes a human-centric model that places the center of the educational goal - abilities, interests of the person as the main driving forces of its development, enabling each student to move their educational trajectory, with maximum efficiency and completeness to realize their interests, inclinations, abilities, abilities the child's ability to create social and personal values.

This will allow the implementation of the principles of humanization and humanization of education enshrined in the national education program.

One of the ways of increasing the efficiency of the system of physical education and physical activity of students is the formation of full motivation for employment [141].

A common problem with motivation is the proposition that motivation (in the broad sense) includes all types of motivations: motives,

needs, interests, aspirations, goals, inclinations, "as a conscious or little-known motivation to act."

Educational and physical-health activity is motivated by a whole complex of motives that determine the content of the lessons for students.

The motivational sphere is variable and has age, dynamic and content-specific features, caused by certain natural and social factors.

Among the motives that lie in the learning process, based on the learning process, are: internal motives that are triggered by the process of training, methods of action, methods of analysis of the material, the subject of study, and external motives that depend on the factors behind outside the educational and fitness activities of students.

Human activity is largely determined by the purpose of its activity. Specificity of human motivated activity is that it is always appropriate and purposeful. The motivational sphere of the students, their attitude to different types of activity and the manifestation of general activity in the classes is determined mainly by their needs and corresponding goals [91].

Recently, the motives of learning have often been considered in the literature in terms of the factors that arise from the student's belonging to the particular group in which he or she operates. In many studies it emphasizes motivation factors such as awareness of belonging to a team and the desire to succeed, etc.

Internal factors that influence adolescent motivation

Internal factors – individual and personal, they determine the potential of a person, the effectiveness of its activities, and is a reflection of both social and biological in human development.

The social factor of human development and the formation of his personality is reflected in the capabilities of the person in the form of motives (attitude and interest in the employment of physical education and sports), formed in the process of education, in the form of knowl-

edge and skills, in the form of the development of physical abilities, which is achieved as a result of systematic employment.

The biological factor of human development is considered mainly as genotypic, that is, one that determines the innate features, in particular physiological, biological, psychophysiological, etc. [5; 16].

In real conditions, human capabilities are an alloy of innate and acquired properties, which I. P. Pavlov called a phenotype.

Prominent physiologists I. P. Pavlov, B. M. Teplov, V. D. Nebylitsyn, and others distinguish three basic properties of the nervous system: strength, mobility, and balance of nervous processes.

Strength (and accordingly weakness as another pole of this property) is expressed by the degree of the endurance of the nervous system to long–acting irritation. The strength of the nervous processes is manifested in whether the nervous system responds adequately to stimuli of different strength, which indicates its sensitivity to excitation.

Mobility of nervous processes (on the opposite pole–inertia) is determined by how quickly the restructuring of the nervous system to changing stimuli occurs. Obviously, this property of the nervous system is one of the main determinants of the speed of central information processing, including the speed of the decision-making process (V. D. Nebylitsyn, 1966).

The equilibrium (or imbalance) of nerve processes reveals the relationship and balance of excitation and inhibition by their strength.

Each person has a particular combination of these properties. Properties of the nervous system have a functional basis, but open to the researcher, as I. P. Pavlov wrote, in their manifestations of life. For a person, these manifestations of life can be called psychological. The studies of psychophysiologists are aimed at revealing patterns between biologically conditioned properties of the nervous system and individual features of the psyche and behavior.

Human behavioral responses are related to the mental properties that form the basis of temperament. The properties of temperament include anxiety, emotional excitability, impulsivity, lability and regularity [36].

Anxiety is a property caused by the degree of anxiety, concern, and emotional tension of a person in a responsible and especially threatening situation. Emotional excitability is the ease of emotional reactions to external and internal stimuli. Impulsivity characterizes the speed of response, decision making, and execution. Rigidity and lability determine the ease and flexibility of a person's adaptation to changing external influences; labile one that quickly adapts to the new situation [56].

Typological features of the nervous system significantly affect the manifestation of a person's physical abilities, his training in movement, efficiency, and reliability of performance in competitions.

At each stage of age-related development, indices of the basic properties of higher nervous activity undergo certain changes, exhibiting turbulent rates growth in one age range, slowing down in another and even slightly worsening in the next.

The question arises as to whether the transformation of the typological properties of GNI in the course of life is possible under the influence of certain environmental conditions and special systems of influence on the change of these properties.

I. P. Pavlov commented on this: "Once we have an extremely weak type, here, in the exceptional, as we say, greenhouse experience may improve, adjust the general conditioned reflex activity of the animal – but only. Of course, there can be no strong processing of the type" (I. P. Pavlov, 1951–1952).

The ability of the nervous system to change its basic, leading types, properties under the influence of external stimuli IP Pavlov associated with the concept of plasticity. A. M. Kovalev (1953) gave a very figurative characteristic of this property: "This plasticity, which opens wide possibilities of development, is not the elasticity of wax, which changes its shape under the influence of single and insignificant influences on it. The plasticity of the nervous system is the plasticity of metal. which requires great effort, multiple influences to change its shape, a function of the nervous system, and therefore temperament can be changed only with long-lasting strong influences of objective reality ... "(quoted in T. Krytsevich, 1990) .

Concerning the statements about changes in typological properties as a result of several experiments, B. M. Teplov believes that "... obviously, they do not attach serious importance to the concepts of "nervous system properties" and "type" as a complex of these properties. there is always the formation of any new bonds and never the change of properties of this type " (B. M. Teplov, 1956).

Thus, the type of nervous system in the process of age-specific development of a particular individual as a whole remains constant, but individual indicators that characterize its properties may change; especially this manifests itself in period of hormonal restructuring of the organism of children [106].

Based on the manifestation of the reactivity of the nervous system to different stimuli of the test, the authors identify three typological groups: "balanced", "excitable" and "brake".

According to their research, the ratio of typological groups in different ages is changing. Yes, guys in the age range of 7–11 years are dominated by persons with a "brake" type of GNI. In 11 years, the least "balanced" types and a fairly large percentage of "exciting" (44%). This probably corresponds to a "critical" period of development. Vygotsky (1956) distinguished sensitive periods (the best learning) and critical periods of crisis, during which there are sharp, cardinal shifts and shifts, changes and changes in the personality of the child. The author identifies crises: infants, 3–years old, 7–8, 13 and 18–year–olds. At this time, the baby changes in a very short time. Development is tumultuous, rapid, and sometimes catastrophic. Many of the children in this period are ill-educated. During the school years, in critical periods, children experience a decline in academic performance, a decline in interest in schoolwork, and an overall decline in performance. However, this, of course, implies a sharp jump to a higher degree of development. In the studies conducted by the authors, the critical period was observed at the age of 10-11 years, and then there was a sharp change in the functioning of the nervous processes, the number of "balanced" types increased. However, after 12 years the percentage composition of the "brakes" de-

creases and the typological group of "exciters" increases. A significant advantage over nervous disorders is found in girls aged 13-15; they increase the reactivity and sensitivity of the nervous processes, which indicates the relative weakness of the nervous system during this period.

Typological features of the main properties of GNI affect the formation of character, behavioral reactions, the manifestation of abilities, desires, predispositions to certain activities [34].

Psychodiagnostic materials can provide significant assistance to the teacher in educational and educational work, the organization of training sessions and the provision of an individual approach in education.

Knowledge of the typological features of students' GNI enables the teacher to choose an individual approach to students, to choose appropriate incentives for their activity in achieving the goal. Unfortunately, in the literature, there is practically no information about the priorities of motives, interests, motivations of adolescents to sports and physical activity, depending on the typological features of the nervous system, which requires the study of this issue.

The formation of motivation of moving activity of learners in the process of physical education

To find out the motivation of schoolchildren in the field of physical education and to determine the ways of its formation, it is necessary to establish the motivations that children are guided in their actions, desires in the conditions of educational and extracurricular activities. The motivational sphere always consists of some motives: ideals and values, needs, motives, goals, interests, etc. These motivations play a different role in the overall pattern of motivation, at different stages of age development they become more and less meaningful, so their knowledge will help the teacher and parents differentially influence certain aspects of the students' motivation for physical self-improvement.

Any activity begins with needs, all of them, even biological in origin are in the interaction of the child with the environment and depend on some factors. Need is the orientation of human activity, the mental state that creates the precondition for activity. However, the need itself does not determine the nature of the activity, because it can be satisfied in different subjects and different ways. The object of her satisfaction is determined when the person begins to act. Therefore ours research begins by exploring the students' engagement in their free time to find out their interests and their place of movement.

The calculations were made on a random sample of learners of different age groups living in Kyiv and Uman [85; 91].

Leisure time structure of school learners
General cultural interests of school learners and their age aspects

New social and economic conditions in the country, state policy affect the material and living conditions of the family, affect the mental state of children, determine the scope of their interests and indirectly reflect the impact of various factors. This is reflected in their answers to the question: "What do they do in their spare time?". They were not confined to pointing to one hobby, but to name a few, as evidence it is more than 100 percent.

Preference in learners' free time is watching TV (54.8% of boys and 54.3 of girls), communication with friends (47.6% of boys and 56.2% of girls). To determine the probability of differences, we calculate the standard deviation according to the formula recommended by E. Noelle for the statistics of the results of sociological research.

Therefore, the results of the survey of boys are represented by the value of 47.6 ± 2.1%, and of girls 56.2 ± 1.9%, t = 3.2, which has a significance level $p < 0.05$. The preference of girls in their free time to communicate with friends is in the 5th and senior years. This is probably confirmed by the fact that girls (20 ± 1.6%) go to discos more often

than boys (12.1 ± 1.3%). Starting from 9th grade, girls go to discos twice more than boys (in 11th grade, 14 ± 3.5% of boys and 39.4±4.9% – girls). This statement is at the significance level of 68,269%. To increase the significance to 95.45% we use the range 2δ and get the value 14±7.14% for boys of 11th grades and 39.4± 9.8% for girls. Therefore, the probability of our statement is statistically significant. It is noteworthy that a small percentage of students going into music (6.8±1.11% boys and 8.5±1.14% girls) study foreign languages (11.3± 1.23% boys and 11.8 ± 11.27 girls). Boys twice as likely as girls (25.1% and 11.8%, respectively) play computer games, and this pattern can be traced back to 6th grade. However, girls almost twice as likely (23.3% vs. 12%) as boys read books. Although the percentage of girls and boys who read in their spare time is very small and 3–5 times smaller than those, who watch TV. Among the hobbies of schoolchildren, only 22.9± 1.8% of boys and 11.6± 1.23% of girls pointed to physical education and sports. At the significance level of 95.45% – this number is expressed in numbers 22.9± 3.6% for boys and 11.6± 2.46% for girls. This pattern is followed in all ages. Among the types of free-time employment, students assist parents, with an average of 11.8± 1.23% boys and 17± 1.5% girls. However, such differences are significant at the level of 68.269%. Applying a range of two sigmas, the limits of 9.3–14.25% for boys and 14–21% for girls were obtained, which makes the probability of differences at 95.45% significant. In terms of age, parental assistance is significantly increased by girls in grades 10 and 11 (28.7± 4.47% and 25± 4.33%, respectively) compared to grades 8 and 9 (respectively 11.2±3.4% and 10.3± 3%). These differences are significant at 95.45%.

Therefore, the structure of the interests of boys and girls in their spare time has its own peculiarities. With a series of indicators in one year interval, we can use the mathematical extrapolation method to predict the evolution of this process in the coming years.

The analysis of the results of observations on the dynamics of interest in reading books in students showed that the changes are expressed by an exponential curve and are described by the formula:

$$y_i(t) = y_1 + \frac{\sum \Delta y_i}{n}$$

y_i – the significance of the 1st index, that is predicted
t – time (in years);
y_1 – current index;

Δy_i – exponential growth
n – calculated number of Δy_i.

Δy_i is calculated by the formula:

$$\Delta y_i = \frac{y_1 - y_2}{t}, \text{ where}$$

y_1 – current meaning
y_2 – previous meaning
t – time (years).

Based on the calculation of GI for 6 periods is – 22%, i.e. on average – 3.7%. So, we assume that at the age of 17, the number of young men who will read will be 7.6%, with a further downward tendency. Interesting is the forecast for physical education and sports in 17–20 years. Similar calculations give a forecast of annual decrease in the number of those engaged in physical culture and sports, in boys by 1.9%, and in girls on the contrary increase by 1.9%.

Moving activity of school learners

To clarify data on activities that students do during the day, a study was conducted using the Framingham method on learners of Uman 6th, 8th, and 11th graders. 106 boys and 122 girls were studied. Timing was conducted on the day of the week when there were no physical education lessons.

The concept of "moving activity" includes the number of movements performed by a person in the course of his life. There is difference between habitual and specially organized moving activity.

Typical movement activity includes types of movements aimed at meeting the natural needs of the person (sleep, personal hygiene, eating, efforts spent on cooking, purchasing products), as well as production activities. In adolescence, productive activity is specified by the school-based learning process and related leisure activities (homework).

Specially organized muscle activity (physical activity) involves various forms of physical exercise, an active movement to and from school. In school age, it is regulated by programs for physical education at school, as well as voluntary classes in their free time in the form of organized activities (sports or physical education) or self-employment.

It is worth noting that moving activity is not only a means of exercising moving function, it is also of general biological importance – it contributes to the better adaptation of the body to the environment. With limited moving activity, the body's defense mechanisms are reduced to the factors that damage it, and the tendency for various diseases is created.

All human moving activity is divided into 5 levels: basic, sedentary, small, medium and high.

In order to determine the total duration of each type of motor activity according to the results of the daily timing of the activities of students in grades 6.8 and 11, we summarized the length of time spent for each individual activity.

The calculation of daily energy costs is based on an account of the duration (in minutes) of a particular activity and its energy "cost". The energy "cost" of each activity is determined by the method of indirect calorimetry under experimental conditions, taking into account age and gender and is expressed in calories. Our study uses the data of T. Krutsevich. on the evaluation of Energy of each type of work.

Moving activity of teenagers 6, 8 and 11 classes. The paper analyzes daily moving activity (DMA) and daily energy expenditure of grades 6^{th}, 8^{th} and 11^{th} graders, which corresponds to the age of 12.14 and 17 years. This choice of age was not accidental and due to the patterns of development of the child's organism in ontogeny, which greatly affects

the motor activity of the teenager. The age of 12-13 years corresponds to the prepubertal period of development, 14–15 years to the pubertal period and 17 years to the post–pubertal.

The daily moving activity includes the number of movements that are performed by a person for 24 hours, the content and energy cost of which may vary. In order to determine the energy "value" of each pupil in the regime of the day and their significance with increasing age, the content of the daily moving activity was scanned at 5 levels – basic, sitting, small, medium and high.

The main energy load is a low level of moving activity, which takes from 7 to 11 hours a day and consumes 840 to 1330 kcal. The main content of the activity in the mode of small loads is lessons in school (except the lesson of physical education), walking, homework, quiet walks. Boys have more activity at this level with age, and girls starting with the age of 14 years, the volume of small loads begins to decline and their daily energy cost in 11th grade is 920 kcal (against 1330 kcal in 8th grade).

The types of moving activity related to the basic level (sleeping and having a rest lying) take from 8 to 10 hours of daily time and are estimated from 600 to 750 kcal. With the increasing age of adolescents (both boys and girls) the total length of time at this level tends to decrease.

Moving activity related to the sedentary mode of work takes from 4 to 6 hours a day and brings daily energy consumption from 300 to 460 kcal. The maximum load related to this level corresponds to the age of 12 years, to 14 years there is a decrease and, from the 8th grade until the end of school – growth. The main activities at this level mode are watching TV, computer games, drawing, needlework, reading, eating.

The average level of motor activity in the mode of schoolchildren's day takes from 45 minutes to 2.5 hours and is estimated from 150 to 490 kcal. Moving activity in the mid-level mode is characterized by moderately high intensity and causes positive physiological shifts in the body. Systematic loads in this mode have a training effect: increases strength, endurance, agility, while improving the cardiovascular and respiratory systems, increases the overall functional background. On the

plus side, the average workload for both boys and girls increases by the time they graduate, but in absolute terms, they remain low.

A high moving activity mode is realized in the process of specially organized exercise and is associated with considerable energy consumption. It is a little difficult to discuss the volume of high loads and the tendency of their change with the age of schoolchildren in our work because the obtained average data on this issue require additional research. The sampling presented in this section is heterogeneous and the probability of averages is very low.

According to our study, the high mode of moving activity of boys reaches a climax in 8th grade and then declines, and of 6th and 8th grades girls it is absent at all, of 11th–graders it takes an average of 20 minutes a day.

Daily average energy costs for sixth graders are 2553kcal. At age 14 (8th grade), the guys have a maximum, their value reaches 2788 kcal and continues to decline. At the age of seventeen, 2578 kcal are consumed per day, which is clearly below current standards. This state of affairs is caused by an increase in the volume of moving activity corresponding to sedentary and low levels of loads and at the same time a decrease in the level of high loads. Moving activity is being replaced by other activities that require less energy (watching TV, computer games, chatting with friends, etc.), which reduces the importance of the moving component in teenager's day mode.

Similar tendencies in energy consumption are observed in girls. Daily energy consumption in 12 years (6th grade) is 2287 kcal, in 8th–graders – 2457 kcal and up to seventeen years practically do not change – 2466 kcal. The above figures indicate, first of all, the insufficient role of physical education as a factor that increases the moving activity in the mode of schoolgirls' day. Baseline, sedentary, and low levels of moving activity, starting with the age of 14, have increased in volume, and the insignificant growth rates of medium and high levels of loads are not able to fill the moving deficit.

The study showed that each child is characterized by its own amount of moving activity, which is strictly individualized. It depends on

age, gender, health status, fitness level, climatic conditions, organization of educational and fitness process, day regime and many other factors.

Comparing the daily moving activity of adolescents in Uman with hygienic standards developed and recommended [203], it can be noted that in the age under analysis the range of adolescents, i.e. 12–17 years, there is hypokinesia with a deficit of energy consumption up to 400–500 kcal for both boys and girls.

The level of fitness and health of adolescents. Researching the health of different children's groups in accordance with physical education is crucial to justifying and developing health promotion programs for the younger generation.

There is no doubt that there is a close relationship between adolescent health and physical education, but it is difficult to establish cause–and–effect relationships because quantifying health is very difficult. As a rule, complex methods are used for this purpose, including the definition of anthropometric, morpho–functional, neuro–psychological parameters, assessment of the level of physical development and the like. In our studies, adolescents assessed their fitness and health status by answering the questionnaire: "How do you assess your physical state?" and "How do you assess your health?". Respondents had a wide range of choices and could vary according to self–esteem.

From 23% to 30% of both school boys and girls (except girls of 6th grade) rated their fitness as poor or satisfactory.

An analysis of tendencies in changes in physical state with increasing adolescence showed that a decrease in the number of those who rated their fitness as "excellent" and "good" was observed among girls in the 11th grade, and an increase in the number of "satisfactory" responses. The level of physical fitness of girls is reduced by the time they finish school. Tendencies in changing fitness in boys are different that by the age of fourteen the number of those who rated themselves as "good" increased (69.2%), but the number of those who rated "excellent" (7.7%), "satisfactory" (23.1%) and "poor" decreased "(0%). By the end of school with "good" and "excellent" physical states there are 49.7% and 21.3% of boys

respectively, but 14.2% with "satisfactory" and 14.3% with "bad". Just like girls, boys have a decrease in their physical states to the age of seventeen.

The health assessment was performed on a three–dimension scale, with the upper limit being "good". To identify hidden forms of health pathology unobtrusively, the next level of health was determined by the answer, "not very well." And, finally, a low level is answer "bad".

In the sixth grade, 87.6% of boys and 62.4% of girls have good health. Other boys (12.4%) and girls (37.6%) said that their health was "not very good". There are different kinds of deviations from the norm of concern for the teenager, and he knows about them.

In the eighth grade, almost half of the boys (53.9%) and girls (52%) were confident that their health was good, but the other half (46.1% and 48%) said that they were health is not at all good. These are almost 50% of teenagers who want to improve their health.

In the eleventh grade, 65.8% of boys and only 22.9% of girls think they are healthy and rate their health as good. 20% of boys and 74% of girls think that they have a deviation from the norm and rate their health as "not very good", and 14.2% of boys and 3.1% of girls report poor health.

Considering the problem of adolescent health in the context of physical fitness and, having studied it in the framework of the conducted research, it is possible to state:

• there is a close relationship between physical state and health among girls; this is because with the increase in the number of schoolchildren with satisfactory and poor physical state, there is an increase in the number of those who would like to improve their health;

• the number of those who consider their physical state to be excellent or good is maintained at 69–73% among boys of all ages, and among girls the number of such children is constantly decreasing from 89.2% in the sixth grade to 70.3% in the eleventh;

• the largest number of adolescents – both boys and girls – with satisfactory or poor physical fitness is represented in 11th grade – 28.5% boys and 29.6% girls;

• the number of girls who wish to improve their health is steadily increasing from 37.6% in the sixth grade to 74% in the eleventh; boys have the highest number of people wishing to improve their health in the 8th grade – 46.1%, in the eleventh – 34.2%.

Physical education and sports in students' free time. For the objective characterization of the place of PC and S in the adolescents' leisure time and the number of those who systematically engage in certain forms of physical culture, direct and indirect questions were asked in the questionnaire and timekeeping was used. In this part the results of the answers to the indirect question: "What do you enjoy doing in your free time?" are presents first of all. However, the questionnaire initially posed a direct question: "Do you go in for sports after classes?"

Most of the students indicated that they are involved in PC and S. However, on the indirect question of types of leisure activities, only about 20% indicated that they were doing sports. Low level of moving activity during the day is indicated by timekeeping. The affirmative answer to the direct question reflects, first of all, the awareness that PC and S classes are encouraged by others and are beneficial to health. However, some test questions, unfortunately, have convinced us that the students in their answer gave the wishful thinking, and regularly go in for sports about 25–30% of boys and 15–20% of girls. What are the hidden causes of such low school activity that prevents them from practicing PC and S how to promote the formation of motivation for physical self-improvement are the next tasks of our work.

Motives for physical education and sports of schoolchildren

The purpose of physical education and sports of schoolchildren. The motive is one of the components of the students' motivational sphere, it is an internal mental state directly related to the objective characteristics of the object that the activity is aimed at. If a need is characterized by readiness for activity, then having a motive adds activity. When it comes to specially organized moving activity, it is necessary to

find out the content and personal importance of this activity. The goal is to focus the activity on the intermediate result, which is the stage of achieving the object of need. For students to learn understanding the purpose of their actions and correlate them with the motives of physical self–improvement, the purpose of physical activity may remain the same, and the content will change – to become a champion, to have material well–being, to like the representatives of the opposite sex, etc.

The factors that influence the formation of motives can help to determine whether they are ready goals that were invariably translated into the head of the learner by parents, teachers, companions, or whether they are reconsidered from the perspective of their own experience of life. Psychologists have argued that the process of accepting a student's finished goals can be transformed into a process of active goal setting of the student if you teach him to act with incentives.

The study showed that most students do not limit themselves to one answer when determining their purpose and therefore the total percentage is higher than 155 for both boys and girls. In the first place is the motive for improving the shape of the body, the development of this motive has its age features.

In the period from 5th to 8th grades this motive of boys goes in parallel with the sports motive, the positive relationship is viewed, i.e. sports are associated with good figure and health. And since 9th grade, there is a clear division of motives. The body shape improvement motive is prevalent in 72% of boys and the sport motive is reduced to 19% in 11th grade. Girls begin to pay attention to their figure 2 years younger than boys, what is quite natural and related to earlier puberty. They have 3 times the highest motive for the fight against overweight (20.3% against 6%). The increase in the number of girls who want to lose weight is also in the 7th grade (12–13 years). This motive is common to boys, to a greater extent; it is manifested in the 11th grade. However, in the total mass of guys, it does not make much impact on the manifestation of moving activity. The motive for promoting health is quite stable in all ages and averages 36.5% for boys and 34% for girls. On the one hand, this can be attributed

to the fact that adolescents rate their health status as "not quite good", with boys on average 30% and girls 50%. However, a factor can also be affected here awareness, that is, students know that physical education is good for health. But it is quite obvious that those students who called the motives of PC and S "improvement of health status" and "reduction of excess weight", pursue a pure health goal, not related to the achievement of high sports results, but almost 50% of them that gives grounds to clearly differentiate the stimuli that increase their activity.

Particularly prominent are recreational motives – "socializing with friends" and "outdoor activities, entertainment". They are inherent in both boys and girls equally (20–25%). With age, there is a tendency to decrease the dynamics of the motive for "communicating with friends" for girls. Comparing to how girls spend their free time, there is an increase in their percentage in high school age to 70. There are likely to be differences in this situation. First, girls are more seriously start taking into account exercises, and secondly, they aim to improve their figure and lose weight, and so they want to do exercises without their friends, then to show their figure as a result of these exercises. Given the psychology of adolescence, it is a powerful impetus for the manifestation of their activity. On the one hand, the motive for improving the body shape by exercise is a personal motive for self-improvement, and on the other – social, communicative, because its purpose is to please the opposite sex, to find new friends through a physical image.

This motive in adolescence and adolescence cannot be fully interpreted as wellness, although it is closely related to it because body shape improvement is associated with morpho-functional changes in the body that lead to improved physical condition. But given the psychology of early adolescence, the desire to improve the figure at any cost can lead to the development of pathology.

The attractiveness of physical activity is connected with the reception of positive emotions, pleasure. This is indicated by 26.4% of boys and 24.7% of girls. This is not an insignificant motive because it indicates that if the type of moving activity will not interest the students, they will

not engage in it. If you offer them something that attracts them, then you can organize their free time, turn away from the street, increase the amount of motor activity and engage in systematic training PC and S.

One of the areas of motivational activity is interest. It is closely related to the level of motive activity. To arouse interest, according to A. N. Leontiev, you need to create a motive, and then open the opportunity for students to determine the purpose, as well as a system of goals. Speaking about fostering interest in learning, the author wrote: "An interesting subject is a subject that has become the "sphere of goals" of the learner in connection with one or another motive that stimulate it."

The interest to physical education and sports. Sometimes the main aspect of interest is called emotional coloring, in connection with the emotional experiences of children. According to A. K. Markova, A. B. Orlova, L. M. Freedman, this feature is important, but not the main one. They suggest that the connection of interest with positive emotions matters in the first stages of the student's curiosity (in a new topic, in a new subject), but to maintain a sustained interest, a well–formed learning activity is required as well as independent preparation of educational goals and their solution. In this case, we are talking about interest in learning activities. We are also interested in engaging in moving activity that is associated with the acquisition of positive emotions. There are many different types of sports in the field of motor activity that cause different emotions – "like" or "dislike". The results of this study will help to clarify the feasibility of including certain sports in the school curriculum and the formation of "interest" physical education groups, both in school and after school.

Sports games are of great popularity, they are rated first place by boys 23.8%. The second rank is occupied by different types of wrestling, 16.2% of boys and 2.8% of girls are engaged in them. In athletics 10.8% of boys and 7.1% of girls are involved, swimming 7.4% of boys and 5.1% of girls. In the 1st place, girls have aerobics, shaping and fitness classes. This percentage of those involved in sports may be related not only to the interest in the sport but also to the lack of opportunity to engage in another

sport. Traditionally, youth sports have worked with Olympic sports, and in this connection, we see that, from non–traditional sports, girls are engaged in aerobics, shaping and fitness, held in health centers and schools, bodybuilding – in gyms. So, there are some reasons why there is no opportunity to go in for preferable kind of sport. We have set up to clarify this the question: "What kind of sport would you like to go in for?". This conditional question was answered by both learners going in for sports and those who want to. The students indicated more than one sport because there was no such installation, so the amount of interest exceeds 100. The interests of students in sports are quite diverse. However, in the 1st place boys preferred – basketball, volleyball, football – only 29%, followed by swimming – 13.9%, winter kinds of sports – 10.8%, types of wrestling – 9%, bodybuilding – 6.5%, tourism, sports orientation – 5.8%.

Girls in 1st place aerobics, shaping, fitness – 43%, sports games – 23.9%, swimming – 26.6%, winter sports – 7.4%, tourism, sports orientation –`7.4%.

When comparing the answers of school learners who are involved in sports and those who wish to there is an interest to sport games and boys and girls. In swimming, the interest of boys are dissatisfied by 5%, girls by 21%, in bodybuilding by 4%, aerobics – by 15%. This is due to many reasons we will try to find out the following questions.

A very important question that reveals the psychology of forming the motivation of students is to find out the forms of classes they choose – individual, group or independent.

Most boys and girls choose group classes (63.9% and 69.6% respectively). However, quite a large number – 36% of boys and 30% of girls choose individual and independent classes. Boys want to do sports more individually than girls, in almost every age group, but girls have an interesting tendency – with the age of those wishing to individually become more, if in the 5^{th} grade 4.2%, then in the11^{th} grade 17,7%. Comparing the age dynamics of the motive for reducing weight and the desire to individually, it can be noted that their development goes in parallel, and it is quite understandable because girls are ashamed of their figure and would like

to be engaged separately from the group. However, those who wish to engage individually less than those who want to lose weight. This is probably due to the fact that girls who are overweight are much less, and others are striving for the traditionally formed standard of beauty – leanness.

Boys' individual forms of training are mainly due to their sports orientation and interest in achieving high athletic performance.

All the surveyed students answered the question about the choice of forms of physical education and sports, but the study showed that no more than 30% of schoolchildren are engaged in systematic physical culture and sports.

The influential factors of the formation of motivation to exercise

Encouragement of school children to physical activity differs from need, motive, purpose, and interest in the content (orientation on different sides of the activity – procedural and effective). Each of the encouragement can occur to a different degree of maturity. The motives may be conscious and unconscious. Each of them can be realistically active or create only potential readiness for action. Psychologists have described two ways of influencing a child's motivation. The first way – "from top to bottom" – is that work is done on the awareness of motives, the child is revealed with ideals, the goal, which with the help of an adult he needs to form, then these norms are transformed from external to internal ones, and become adopted by the child.

The second way – from the bottom up – is that the education of motives occurs through the organization of different activities of the child by the adults in the conditions of activity of the child him/herself. It promotes the promptings of the child, repeatedly and systematically reinforces them, making them perceived as their own desire and included in the motivational sphere. In order to find out the degree of external and internal influences on the formation of motivation for self-improvement in the process of physical education of students, the answers to the questions were analyzed.

The first place is the impact of family upbringing – the advice of parents 21.6± 1,6% of girls. This factor has its age characteristics. It is mostly indicated by learners of the 5th, 6th, 7th grades (from 40 to 23%), and then there is a gradual decrease of this figure to 5.6% in boys and 7.3% in girls in the 11th classroom. This has its own pattern associated with the mental development of adolescents and the formation of their desire for independent decision-making, as opposed to parental advice. During this period, the microenvironment – the advice of friends – had a greater influence on them. In the 11th grade, this factor was indicated by 11.3 ± 3% of boys and 20.8 ± 4.1% of girls, with these differences being significant at $p < 0.05$.

Attention is drawn to the low percentage of schoolchildren who believe that their interest in physical culture and sports are influenced by a physical education teacher, 11.1 ± 1.36% of boys and 8.8 ± 1.11% of girls. In the average school age, this number is in the range of 7–17%, which is significantly lower than the data (40–45%) given in the literature of the 1980s, 1990s [87].

This is probably due to the deterioration in the organization of physical education classes at school. Teachers do not conduct extracurricular sport activities because of the lack of gyms, playgrounds, and lack of pay for extracurricular work. All extracurricular physical education work is reduced to occasional competitions. And in the 1980s the way to big sports in most prominent athletes began with classes in the school, which was conducted by a physical education teacher and then passed to the coach at Sport school. Now, this interest is formed spontaneously under the influence of other external factors, and therefore motivation has a low intensity, does not lead to the fulfillment of their needs and achievement of the goal and remains unfulfilled.

What are the "natural" factors affecting adolescents? This is TV watching (12.5 ± 1.33% of boys and 15.3 ± 1.46% of girls). It is found that about 50% of schoolchildren watch TV in their spare time, so it occurs the need to study in greater detail the issues that pupils are seeing and what influences them positively.

The active factor is attending sports competitions, which is indicated by 16.3±1.5% of boys and 7.7 ±1.11% of girls. The difference between boys and girls is 95.45% ($p<0.01$).

Particularly distinguished is the internal factor "knowledge about the benefits of employment" 19.3±1.64% of boys and 23.9%±1.7% of girls. This factor depends on the educational level because it increases with age from 7 to 28% of boys and from 20 to 31% of girls, and from external factors – promoting healthy lifestyles on TV, in the press, etc., which creates a common setting for the benefits of exercise and the encouragement of exercise by others. Comprehension of these factors makes it possible to develop incentives, increase motivation for PC and S classes for the self–improvement of schoolchildren for the purpose they have set.

To clarify the factors that influence the formation of motivation of adolescents, we raised the question of reasons that interfere with PC and S. This question was answered by students who indicated that they play sports.

Most students point to a lack of time – 42.1±2.01% of boys and 50.5±2.05% of girls. On the one hand, the reason seems objective, since homework in general subjects takes up a large part of your free time – 2–3 hours a day. However, comparing the free time structure of daily timekeeping and admiration responses, it is clear that after school, learners have time to watch TV shows, walk, meet with friends, go to discos. Therefore, for the majority of students, this reason is not objective but hides the lack of desire. However, only 2.4% of boys and 2.8% of girls indicated this argument.

The lack of physical health groups that are of interest to children can be considered as objective reasons. This is indicated by 13.9±1.33% of boys and 16.4±1.52% of girls, which is confirmed by previous answers when asked what sports learners would like to play. The reason for this is the inability to pay for classes, 10.9±1.23% of boys and 17.5±1.54% of girls pointed this reason. The most popular sports are wrestling, bodybuilding, swimming, aerobics, fitness, and mass classes are not free of charge and not every family can pay for sports. This is one of the most

pressing objective reasons to be addressed at the state level. Some families cannot even provide children with sportswear for training, as evidenced by the answers of 3.1±0.72% of boys and 5± 0.89% of girls.

Taking into account motives such as attending company classes, socializing with friends, 5.3 ±0.89% of boys and 7.7±1.1% of girls become the reason why they do not play sports.

Only 5.5% of boys and 4.4% of girls report a lack of knowledge for self-employment.

The study of the factors that influence the formation of students' motivation to study PC and S and the reasons that prevent the desire to systematically exercise can make a number of conclusions.

The effectiveness of the educational influence of the physical education teacher on the formation of the students' personality decreased. Parenting priorities have shifted to family. Reducing the impact of schooling is a negative factor because children spend 6–8 hours with teachers. However, communication with the physical education teacher with students is limited to 2–3 physical education lessons per week because there is practically no extracurricular activities, there are no sports section classes.

What does not satisfy the students in the organization of physical education at school is a question for further study.

Most schoolchildren spend their free time watching TV and only 12–15% identify it as a factor that affects their motivation, which also requires more detailed study.

Structure and peculiarities of information factors influence on the formation of students' motivation for physical culture and sports

The role of television broadcasts in shaping students' motivation

Previous research has found that 54% of boys and girls watch TV in their free time. A questionnaire was developed to study this more closely.

The dynamics of motives of PC and S classes in the age aspect is diferent and depends on the peculiarities of formation personality.

The students were asked: "How often during the week do you watch TV?"

Most children watch TV daily – 73.1 ± 1.8% of boys and 76.5 ± 1.6% of the girls, with age variations insignificant, although in the 5th grade 64.6± 4.9% of girls watch TV daily and in the 11th grade – 81.2 ± 4% of girls. Only on weekends, 4% of boys and girls watch TV. On weekdays 22.8% of boys and 19.5% of girls watch TV. So, during the week, they do different things – music, sports, learning foreign languages, etc. about 25% of girls and boys. The other 75% have free time.

How many hours do students spend on TV on a weekday?

Most boys (25.3 ± 1.78%) and girls (27.2 ± 1.8%) are watching TV for 2 hours, 19.6± 1.6% boys and 22.5 ± 1.7% girls looks 3 hours, 12 ± 1.3% of boys and 10.8 ± 1.23% of girls – 4 hours, and 22.8 ± 1.72% of boys and 19.2 ± 1.6% of girls for more than 4 hours. However, there are age–specific features, five-year-old girls watch TV for no more than 1–2 hours, boys 2–3 hours. Parents probably do not allow to watch TV late. The highest number of high school students 30–40% watch TV for more than 4 hours in the evening and night time, because in their time-keeping their night sleep lasts approximately 6 and a half hours for boys and 7 hours for girls. In the 5th –6th grades night sleep lasts 7 hours and 50 minutes for boys and 8 hours for girls. So, watching TV more than 4 hours on weekdays is due to nighttime sleep, which negatively affects adolescents' health status.

On weekends, less than an hour or an hour TV is watched by 2% of boys and as many girls, and only of 5th –7th grades. The majority of 49.2 ± 2.05% of boys and 45.1 ± 2.03% of girls watch TV for more than 4 hours a day. So, when watching TV channels, students spend almost of their free time. This is a very powerful psychological influence on the child's personality. It can be both positive and negative. When watching TV through advertising, people are being persuaded to buy goods that people have never thought of before. Therefore, knowing the channels

and programs that students prefer, one can determine their area of interest and include educational information there.

It was a question, addressed to learners: "Which TV channels do you prefer?" Opinions of teenagers were divided, but the priorities of the channels are quite clear. In the first place, both boys (67.9 ± 2.4%) and girls (80.9%± 1.8%) 1+1Channel. This channel really attracts millions of viewers not only children but also adults and the elderly with entertaining shows, serious analytical information, youth serials, etc. In the second place there is STB Channel (63.8 ± 2.0%) among boys, it is the third place among girls (53.8 ± 2.21).

Definitely STB broadcasts programs especially for teenagers – "Roller coaster", "Your shirt", "What do you want?", "Caprice" and others under the general name "BizTV", which attracts teenagers with new hits, fresh music news, as well as the fact that by calling the program, they can communicate with the presenters, pass on greetings to anyone, and order a song, etc. But the most exciting thing about them is that they can be heard by all their friends, that is, again, a purely psychological moment – to attract attention.

In the second place among girls (58.9 ± 2.02%) and third in boys (55.9 ± 2.01%) the channel ORT. ORT programs include much entertainment, music, sports, political, and more that target a diverse audience of audiences. In fourth place is the Inter Channel, which attracts 52 ± 2,21% of boys and 48,6 ± 2,03% of girls. Teens also identify other Channels: New, ISTV, Uttar, TET-A-TET.

The interests of teenagers are very diverse. Movies and especially of foreign origin are mostly attracted by schoolchildren (47.5% of boys and 48% of girls). 17.1% of boys and 22.2% of girls watch native films. Probably, it depends on the ratio of national and foreign films on the television screen. They are mostly foreign fighters, detectives and fantasy, mostly watched by boys, 59.1%, 33.9%, and 42.6% respectively. Girls watch less fighters (32%), but detectives are watched by 38.6%, fantasy – by 40.9% girls. Within the age, the interest to these genres of the film decreases among schoolchildren almost by 2 times, the girls increase

the interest to melodramas with 16,7± 3.6% in 5th grade to 36.4 ± 4.8% in 11th grade.

Comedies are of great interest to learners – 47.3% of boys and 69.1% of girls and cartoons – 26.5% of boys and 42.3% of girls. The love for cartoons decreases almost 3 times with age, if in the 5th grade they are watched by 61.9% of boys and 81.2% of girls, then in the middle and higher classes their number decreases, and in the 11th grade is 12, 6% of boys and 29.2% of girls. With the increasing interest to information and sports programs.

Entertaining youth programs, including KVK, girls like to watch almost twice as much as boys. It was named 70.2 ± 1.89% of girls and 46.7 ± 2.03% of boys, and this trend is observed in almost all the studied ages.

32.6 ± 1.9% of boys and 29.4 ± 1.82% of girls are interested in the news program. The tendency of increasing interest in "News" is evident in the 7th, 8th, 9th grades, and then decreases slightly. Unfortunately, information transmission is not very popular "Planet Health", probably because it's basically about disease treatment and drug advertising, and less talk about disease prevention and healthy living so accessible and popular that it is interesting to young people.

More boys than girls (52.9% and 20.8%) are attracted to broadcasts about competitions, mainly football, and basketball, which are broadcast quite often.

Boys like to watch bodybuilding competitions and shows (60%), but they are rarely shown. Girls (20.9%) are interested in shows about fitness and aerobics.

Therefore, the structure of teenagers' interests in the television programs they are interested in is quite clearly traced. The main focus of the interests of the boys is in the fighters, the subjects that are related to the confrontation, which is manifested in various types of physical violence, shooting from different types of weapons, sports and non-sport fighting, boxing. The ideal of the boys is the type of superman personified by Hollywood stars.

However, except negative points, there are also positive, because the "ideal" has a beautiful figure, steel muscles, possesses martial arts, physically strong, agile and enduring, that is, these qualities are quite achievable in special classes. Therefore, the boys set a goal, while exercising, to become strong, enduring and have a beautiful figure. From here, they have an interest in bodybuilding and they want to learn how to achieve this by doing it on their own.

Girls have a different ideal, they make it from melodrama the image of a beautiful, slender, romantic character. From here they have the desire to lose weight and have a good figure. It should be noted that the ideals of young people have changed, if they had previously wanted to resemble famous athletes, now they do not even know their names.

Such ideals can only form a goal, but do not increase activity in its achievement. Active motivations and incentives are needed to increase motivation.

Knowing TV channels and programs watched by students, it is necessary to include commercials about healthy lifestyles, physical activity, which can serve as a story for advertising soft drinks, fitness equipment, fitness centers, etc. These plots and scenarios should be developed with psychologists and reach a broad age audience. It is necessary to return to the TV channels the mass competitions of the type "Daddy, Mom, and me – is a sport family", "Do as we do, do better than we do" and others that are both informative and promotional.

Television has a wide audience of learners and can, therefore, become a force for engaging them in systematic physical education and sports, which will promote their self-improvement, health, and use of their physical abilities for the benefit of society, not against it.

The role of the mass media in increasing teenagers' motivation to physical education and sports

One of the communicative factors that carry information is mass media. We were interested in the question of whether the students read

the sports press. It turned out that 55.9 ± 2.02% of boys and 38.1 ± 1.96% of girls read the press. In almost all ages except the 5th and 10th grades, the interest in the press is greater for boys than for girls twice.

What kind of information is interested in teenagers reading matter?. Boys are more interested in competition results (71.3 ± 6.65%), figure correction information – 21,4 ± 2,4%, content of independent classes – 16,6 ± 2,17%, few are interested in diets – 4,2 ± 1%, quenching systems – 3,9 ± 1,2% and wellness classes programs –2.1 ± 0.81%.

Girls are more interested in information about figure correction – 57±3.12%, about competitions – 41.3±3.11%, wellness programs – 25.2±2.75%, diet – 17,8±2,39%, the content of independent classes – 10,7±1,9% and the system hardening – 4.9 ±1.38%.

Therefore, the answers to this question confirmed the question about the motives of FC and C students, because 48,8 ± 2,86% of boys are looking for information related to health, figure correction, diet, hardening, self-study, ie what self-improvement and health promotion. We note that about 40% of boys consider their health "not at all good" and about 30% consider physical fitness only "satisfactory".

Girls are more interested in information about self–improvement than boys, with 115.6%. This means that girls mentioned not one type of information but several, pointing competitions as well (41.3%). These answers once again confirm that the students have a motive for self-improvement to improve their health and shape. They are looking for information that is useful to them to achieve their goal. There should be more such information in the press, it should be accessible, comprehensible and trained by qualified specialists.

The attitude of the school children to the process of physical education at school

The school, represented by a physical education teacher has not been yet an active factor that would influence the education of motivation for systematic PC and S after classes. The reasons behind this

depend not only on the personality of the physical education teacher but also on the staging of the physical education process. In recent years, there have been many publications criticizing the curricula on physical education, the regulatory framework, the material and technical base of physical education at school [88, etc.]. However, there is very little research on how students themselves relate to the process physical education. As a result, there is a corresponding issue in the work.

Attitudes of learners to physical education classes. On a direct question: "Do you like physical education lessons?" almost 90% said yes. This is not surprising, because the physical education lesson differs from the rest by emotional ability to move rather than sit at the desk, and, moreover, the well-established opinion that physical education is good for health.

We found our interest in physical education a different question: "*How often do you miss physical education lessons?*" It turned out that only 27.3±1.81% of boys and 3.6±0.68% of girls never miss PC classes. As for girls, it is quite objective because of the physiological characteristics of their body, the attendance of physical education lessons by boys is obviously related to their interest and attitude to this subject. This was evident in the answer "Try not to miss" – 25.3 ± 1.78%, which may indicate that they wanted to be objective, and single omissions are related to either illness or other important reasons.

On the basis of this and the previous answers we can state that there is a rather strong interest in the lesson of physical education since such students in our research is 52,6 ± 2,05%. With a probability of 95.45%, it can be said that 48.5% to 56.7% of students attend physical education classes regularly, but in the 5th grade this number is higher – 68.5 ± 4.6%, in the 6th grade 51,2 ± 5%, in 7th only 41,7 ± 4,9%, in 8th – 48,8 ± 4,95%, in 9th – 40,9 ±4%, and in the 10th and 11th starts to increase respectively 67,2 ± 4,7% and 62,1 ± 4,84%.

Regular attendance at physical education lessons may not always be linked to the student's persistent interest in physical education lessons, but also to the obligation to attend physical education classes to

avoid adult judgment. The most "conscientious" are fifth-graders and high school students there may be another motive – to avoid a low grade in physical education, so as not to spoil the overall score of the certificate. The likelihood of these causes for boys to attend physical education lessons is very high because they then express that they do not like physical education lessons.

This is also confirmed by the dynamics of the "miss sometimes" answers. In the 5th grade, 14.2±3.57% of the boys answered this question, in the 6th grade 36.9 ±4.75%, in the 7th grade – 46.1±4.95%, in the 8th grade – 41.9 ±4.91%, in the 9th grade – 44.5±4.94%, in the 10th grade it is already 15.8±3.5%, in the 11th grade it is 22.5 ± 4.12%. Typically the number of missed physical education classes in the upper classes is reduced, and the number of missed classes in the middle classes is reduced.

In 30.7 ± 1.89% of girls, there is a desire not to miss physical education lessons. 40.7 ± 2% of girls sometimes miss lessons, with 52 ± 4.95% of girls in 5th grade answering, only 34.1 ± 4.74% in 6th grade, in 7th grade 31,9 ± 4.7%, in 8th and 9th grades their number increases respectively – 53,7±4,96% and 53,5±4,97%, and in 10th and 11th it decreases almost in 2 times and is respectively – 28,7 ± 4,48% and 29,1 ± 4,52%. Indifferent attitude to the lessons of physical culture, and maybe full of discontent, is the answer "I miss PC lessons regularly". This was answered by 3.5% of boys and 6.3% of girls. They regularly miss PC girls' lessons in the 10th and 11th grades (7.4 ± 3% and 13.5 ± 3.4%, respectively).

Attention is drawn to the number of expelled people from physical education due to illness. Out of 584 boys – 10.6% and out of 635 girls – 18.7%.

Within the age, the number of children belonging to the special medical group does not decrease, but remains almost the same in boys (in the 5th grade 12.6 ±3.15%, in the 11th 11.3± 3.1%), while girls are slightly increasing (12.5± 3.2% in 5th grade and 17.7±3.77% in the 11th grade), but these differences are not true.

Therefore, it can be noted that more than half of the learners do not feel a strong interest to physical education lessons.

What do the learners not like in physical education lessons?

The students made many comments about the methodology of the classes, program content and the organization of the educational process. 23.3±1.72% of girls said that they were not satisfied with high physical activity in class. In 5th and 6th grades, 10.4 ±3% and 15.2 ±3.57% of girls indicated this. In the 9-11th grades, 25.8 ±4.33%, 26.8 ± 4.4%, and 23.9 ±4.18%, respectively.

Boys are less likely than girls to worry about high loads – 7.8 ± 1.2%, but in the 8th –11th grades, 12 to 19% of boys indicate this. 10.9 ± 1.34% of boys and 3.9 ± 0.87% of girls do not exercise enough. Presumably, these students are playing sports and comparing physical education lessons with sports training. Almost 25% of students express the inadequacy of physical exertion on the physical abilities of students, as well as the lack of a differentiated approach to students.

Most students are not satisfied with the content of the classes, 22.6±1.86% of boys and 32.4±1.91% of girls say that they do not have the exercises they like. If in the 5th grade this is said by 17.4 ±3.8% of boys and 12.5±3.3% of girls, then in 9th –11th grades this is said by 19 to 28% of boys and from 39 to 47% are girls. Beginning with 6th grade, students are confident enough in their interests and understand what they want. This is evidenced by the answer that they are not satisfied with the orientation of the classes (8.9% of boys and 8.3% of girls), not enough competitive moments in the lesson (14.4% of boys and 5.2% of girls). In the last answer, there is an interesting dynamics, within the age the desire to compete decreases both boys and girls.

If in the 5th – 6th grades 15–23% of the boys mentioned the absence of competitive moments, then from the 7th grade this desire is reduced, and in the 10th 11th grades about only 7-9% say this. The same is true for girls, in the high school only 2-3% report this fact. However, 41.7 ± 2% of girls and 8.6 ± 1.21% of boys want to perform exercises for musical accompaniment. Age dynamics also clearly indicate an increase in the need for music exercises in both 6th grade and 8th grade boys.

A large number of boys (34.9 ± 2.13%) and girls (21.4 ± 1.85%) noted that there were few games in physical education lessons. The desire

to participate in sports games is common to all age groups, however, it is most manifested in boys in grades 7–10 (40–50%).

The fact is that 16.6 ± 1.6% of boys and 22.8 ± 1.68% of girls are uninteresting in physical education lessons. Girls are mostly uninterested in the 7th grade (43.5 ± 4.9%), while in the 11th grade – only 25 ± 4.33%. The boys point to this in the 9th –11th grades (about 20%).

Thus, it can be seen that the majority of students consciously .comprehend the lessons of physical education and can clearly indicate some disadvantages. Dissatisfaction with the organization of the process of physical education at school leads to irregular attendance of physical education lessons, and to a decrease in motivation for sports classes in the afternoons.

The main comments made by the students are as follows:

- insufficient implementation of a differentiated approach to PC lessons, which leads to inadequate physical activity in the classroom (25%);
- the interests of schoolchildren are not taken into account when choosing physical exercises that are included in the PC program at school (22–32%), which requires the revision of the program from the PC and the need to add more hours of the choice component and adapt to the interests of the students of a particular school;
- in classes, especially in the preparatory part, it is necessary to use music, which makes physical exercises more emotional and attractive for both girls and boys;
- the use of the competitive method in the PC lesson is most effective in the secondary school, in the high school the desire to compete is reduced, especially among girls. In this regard, there is a need to develop a number of incentives that would increase the motivation to achieve results and to compete under the motto "Win yourself".

Chapter 2.

THE MOTIVATION FORMATION FOR PROFESSIONAL–APPLIED PHYSICAL TRAINING OF STUDENTS OF PEDAGOGICAL SPECIALTIES IN DIFFERENT FORMS OF EDUCATION

One of the most important tasks of National education is the training of highly qualified teaching staff. The teacher performs an important social function – carries out spiritual, mental, physical development and education of the individual. His work is aimed not only at the organization of the educational and cognitive process, but also out-of-class fitness activities of students, the systematic solving of the tasks of forming an active citizen. Therefore, the main directions of the development of modern higher education need to find effective ways of forming the personal physical culture of the future teacher, which determines the manifestation of moral and volitional qualities, is an important means of improving physical, mental and social health, at the same time, one of the indicators of the effectiveness of the professional process training as the teacher's physical culture is projected onto the students and is an example to follow.

According to scientists [12; 62] professional and applied competences of the future teacher should ensure mastery of practical skills that contribute to the preservation and enhancement of their health and health of students, to provide general and vocational physical training, determined psychophysical readiness of the teacher gaining experience of creative use of physical and sports activities for achieving life goals.

Motivation as a factor in the implementation of various activities has been studied by many authors [13; 19; 81; 104, etc.]. Considering that activity characterizes, first and foremost, goal setting, choice of means of goal achievement, the process of realization and the result, the main driving factor is motive, which is why the whole chain of human actions is built. The effectiveness of the activity will depend on the awareness of the choice of purpose and the importance of its achievement for the social and spiritual life of the person.

Achievement of the level of education in the field of physical culture is characterized by literacy, theoretical and practical-methodological readiness and its influence on the formation of the need-motivational sphere, physical activity, as well as physical development and physical fitness [98].

Such a complex problem can be solved only by organizing an effective system of physical education, enhancing the role of vocationally applied physical training. For this purpose higher educational institution sets the discipline "Physical Education", the purpose of which is to promote the level of non-special physical education [155], the essence of which is in the physical and sports activities both organized and independent. Vocational physical training is an integral part of this discipline, but in the distance learning model it is absent, which leads to the search for ways of forming students' motivation to independently acquire theoretical and methodical knowledge of physical culture, practical skills, and achievement of physical education performance of teacher's professional activity.

One of the important tasks of higher educational institutions is the formation of the activity of the future teacher to physical activity, which determines the manifestation of initiative, purposefulness, determination, is an important means of improving physical, mental health and, at the same time, one of the indicators of the effectiveness of the process of preparation, since the teacher's attitude to physical activity is projected onto the students, is an example to follow.

As the Ukrainian scientist V. Horashchuk points out: the knowledge that future teachers receive in higher educational institutions is

not fully integrated into a single system of scientific ideas about future activity at school. It is necessary to adjust the system of knowledge so that each discipline acts in the mind of the student as a means of solving the main task of professional and pedagogical activity – the formation of a well–developed, healthy personality of the student.

Today, post-Soviet countries are increasingly introducing non-specific physical education into the educational process. In particular, in the Russian Federation, special attention is paid to this issue and the introduction of continuous physical education starting from school will be a priority [15; 22; 115; 176]. In Belarus, too, this issue has not remained out of the attention of the scientists. In Ukraine, in recent years, there has been an increase in staging [39] and basic research on non-professional physical education. In particular, under the guidance of T. Yu. Krutsevich defended his doctoral dissertation L.P. Philip [128] and O. A. Tomenko [155], that are directly aimed at improving the process of physical education of students. However, the impetus and direction of non-professional physical education was given by a Ukrainian scientist

V. V. Prykhodko [133] as far back as in the 1990s defended his dissertation for the degree of Doctor of Pedagogical Sciences "Pedagogical basis of physical education of students (Experience of game design and examination)". This, in fact, laid the foundations for further search for improvement of students' physical education.

What reasons stop effective physical education training at universities? It is obvious that the "high school physical culture" has remained the same, and the demands and tasks put forward by society to it are constantly changing. Moreover, today there is a threat to human physicality, which is beginning to actively deform the modern technogenic world, which requires the inclusion of man in the ever-increasing diversity of social structures, which is associated with huge impact on the psychology, stress. In the 1980s the main task of physical education in higher education was to promote the development of a comprehensive young person at all times, fostering a social culture in it, so that it would realize its own and social needs in everyday life. Conducting physical

education classes is based on purposeful theoretical, physical and technical-tactical preparation of the student to perform a number of functions that are formed in the organic interaction between the teacher and the student. In the 1990s the functions of the teacher have changed a little and P. G. Yakubovsky [97] boiled down to "providing each student with the performance of the certain motor activity, mastering educational material and protecting the student from negative psychophysical factors". However, in today's globalized society, paying attention only on these tasks is clearly not enough.

As T. Krutsevich and O. Tomenko state [32; 81]: «Educational practice does not sufficiently contribute to the formation of value attitudes of students and students to physical culture, display of their creativity, initiative, skills independent physical education. The reason for this is poor theoretical development and insufficient experimental validity of the foundations of non-specific physical education based on the humanistic orientation of the classes. " Incidentally, as is currently the case, the practice of school specialists in physical education is not able to provide orientation for young people studying for health care on their own, it is necessary to consolidate the efforts of the subject-teachers, and for this purpose, it is necessary for the latter to focus on the value potential of physical culture. It is possible to solve this difficult task with the help of fundamental developments in non-specific physical education of teachers, which will be able to transfer the acquired knowledge into the practical activity of students.

The result of physical education is the physical culture of the individual (in the cultural sense). The latter, according to the humanistic paradigm of education, can be defined as the activity of the individual in the positive self-transformation, during which the tasks of physical, psychological, intellectual and moral plan and achievement of the result of this activity in the form of a system of values created by it are solved [97].

However, in the real physical and practical activity from the standpoint of structural analysis of the ideal of well–developed person, because of the break of the somatopsychical and socio–cultural unity of

the person (his or her integrity), these powerful opportunities in the formation of such a person are not fully utilized by the means of physical culture. And above all, such subjective elements of the manifestation of individual comprehensiveness, such as self-realization, projected (purposeful) self-development, the creativity of the person, related primarily to the satisfaction of spiritual needs, which are the primary impulse of all activity, are poorly represented. This limits the possibility of physical activity by developing often only the motor sphere of those engaged. In a physical culture, in this case, is significantly reduced (or not realized at all) its cultural potential associated with the development of intellectual, mental, creative, communicative potentials of a person, with the formation of his personal physical culture, a system of reasonable needs. In this regard, the individual violates such individual forms of social comprehensiveness as harmony, integrity, universality [116].

So, physical education, in the vision of A. A. Gorelov, S. A. Gorelov and V. V. Sokoreva [29] is "a different, higher level of development of physical culture, the main feature of a physically educated person is included in physical and sports activity as independently designed and implemented systems of employment or participation in their development if the students do not work independently but in a group when the subject of activity is a team. Moreover, these systems of employment have the character of individualized, periodically changing. They are connected with consciously reproduced or created new means of physical culture and new variants of their use for health promotion, recreation, and increase of working capacity, as object's reactions to difficult and extreme situations of vital activity "[29].

L. B. Lukina defines the concept of "education in the field of physical culture" as the interdependence and expression of the components of students' personal physical culture: the level of literacy, theoretical and practical-methodological readiness, its influence on the formation of the need-motivational sphere, physical activity and individual fitness levels of physical development and fitness [98].

That is the main goal of physical education of students today, ac-

cording to apt expression, M. E. Duranov is "engaging students in the values of physical culture. The tasks should include the following: armed with the knowledge of physical culture, mastering skills, and physical activity, orientation in the values of physical culture, the formation of the installation on physical education, a harmonious combination of spiritual and physical development of the individual" [160].

Such a complex problem can be solved only if the creation of effective non–specific physical education. Students of pedagogical universities most need such non–specific physical education because, at the end of their studies, they have to bring to students not only knowledge but also their own vision of a healthy lifestyle. And it is very important that such a vision is within the well-studied and proven sound framework.

Conceptual approaches in explaining the new vector of formation of students' personal physical culture in the process of non–specific physical education

Today, the popularity in studies devoted to improving the process of physical education of students of the non-professional profile is gaining access to the category of "physical education". Although there is still no consensus on the vision of the content structure, the common worldview of scholars is that the student subject.

"Physical education" should not consist of the exclusive duplication of the teacher's activities in the classroom, but in the purposeful formation of abilities through theoretical and practical training to be educated in the sphere of physical culture and sports.

Non-professional physical education, unlike vocational education, is not used to earn a living, but exists as part of a common human culture and is geared to the needs and tastes of different social groups. Non-professional physical education should begin as early as possible – with the development of the essence and content of physical culture in

the process of preschool and primary school age, with physical training. It is fundamental that the emphasis should be on education, knowledge–based learning formation of physical qualities and skills, according to the capabilities of those who study [174].

Physical education is a derivative of physical culture, in which scientists [17; 90] is regarded as a basic part of universal culture, endowed with the potential to form a well–developed personality.

Physical education – a concept for the field of physical culture and sport is not new, it has more than a century of history, but in order to avoid confusion and misunderstanding of the term "physical education", and more specifically, involvement in the field of physicality, not physics, this concept in the early twentieth deliberately limited to a certain amount of time in scientific use. And at the end of the twentieth century term "Physical education" gives way to the term "physical culture education", and scientists D. N. Davydenko and G. N. Ponomarev in the process of research found that "... from a linguistic point of view, the correct use of the concept

"Physical education" is not in doubt "[38]. Z. M. Kuznetsova, Yu.P. Simakov (2007)exploring the historical prerequisites for the emergence of physical education write: "Concepts "physical education"," sport ", "physical activity", etc. are branches of the generic tree "physical culture". The concept of "physical education" in its content is much broader in the conventional educational discipline "physical education", it combines the processes of education and upbringing, is one of the important sections of pedagogical science" [92].

The creator of this term is considered P. F. Lesgaft, who outlined the essence of this phenomenon and as it comes to reality, has now been able to predict the true value of physical education, which is now called by current experts. Today the concept is revived and the question is not in the terminological substitution of the definitions of "physical education" on "physical education" and the restructuring of the process in the physical culture of students. P. F. Lesgaft, in his numerous works on the physical education of schoolchildren, emphasized the need to

train a young man in harmony with mental education consciously refers to their actions, thereby limiting their unhealthy arbitrariness, that is, physical education should promote mental and moral development and formation of moral and will qualities, and the education of physical qualities will themselves be brought up in passing. Thus, P. F. Lesgaft emphasizes the need to put spiritual qualities into the goal of physical education, rather than the purely mechanistic concept of motion training. Thus, according to the author's vision, "The task of general physical education can only be to teach a young man to consciously act and test his mental activity." In support of his words he takes the following comparison: "Man is different from the animal in that he is able to differentiate, and, consequently, the more development and education, the more he is able to analyze phenomena, differentiate them and compare with each other. The general education, mental and physical, has a close connection: one completes the other, one without the other cannot exist."

With its own scientific achievements, P. F. Lesgaft created its own optimal program of physical education for young people, which was based on the principles of humanity, graduality and consistency, systematicity, visualization, taking into account age peculiarities, nature compliance and aimed at self-improvement by gradually approaching the ideal.

Despite the rapid development of practical manifestations of physical education of young people, the theory, conceptual apparatus and methodology of physical education are on the way of formation, therefore, studies related to the refinement, systematization and deepening of the conceptual apparatus of physical education are relevant and necessary in the development of].

Currently, many authors [25; 50; 51] physical education is regarded as a pedagogical process with all its characteristic consequences it: the focus on the formation of a healthy, physically perfect, socially active, morally stable younger generation; health promotion, comprehensive physical and spiritual development; improving performance; creative longevity, the formation of physical culture of the person, mastering the

knowledge of biological reserves and adaptive capacity of the person, etc. The same scientists introduced the words-synonyms for the term "physical education" – "non-professional physical education", "non-special physical education" and "general physical education".

Quite common among scientists is the interpretation of physical education from axiological positions. Thus, for S. V. Barabashov is "… the process of gradual assimilation and formation of physical culture values among students:

– intellectual and moving intentions. "V. I. Stolyarov invests in the personality-oriented physical education "pedagogical process aimed at assimilation of the axiological potential of physical culture, containing the formulation of a system of ideological categories, value orientations for physical self-improvement, healthy lifestyle, social activity [147].

Some scholars define the term "physical education" as "purposeful influence of the social environment on the person with the purpose of formation in it of ability to physical activity" [149].

V. V. Prikhodko, V. P. Kuzminskii puts in the non-professional physical education (physical education of a person) the following content: "an integral part of a versatile personality education is important for the rational organization of his individual life" [131].

O. A. Tomenko defines the notion of non-specific physical education of the student youth as "a kind of physical culture, a pedagogical process, which is carried out purposefully in secondary educational institutions, sports, and physical-health clubs and sections, and not sufficiently purposeful-recreational activities, in the system of sports for all with the aim of promoting the formation of physical culture of the individual through the assimilation of values of physical culture, mastering specific knowledge, the formation of appropriate motivation and motor skills "[155]. He also developed the concept of non-special physical education –non-special physical education – "this is the level of learning the values of physical culture, mastering special knowledge and vital motor actions and, as a result, the level of motor activity and somatic health, which allows the formation of physical culture of young person's

personality. Such a definition according to the vision of O. A. Tomenko «reflects the structural components of non-specific physical education: axiological – assimilation of values of physical culture; practical – the level of mastery of vital motor actions that have applied value in the life of a young person; theoretical – the level of special knowledge in the field of physical culture and sports; motor – the level of motor activity of a person; health-saving – the level of somatic health available"[155].

It becomes clear that physical education in the visions of most scholars is aimed at an individual. If in physical education, as practice shows, the whole essence is reduced to the grinding of movements under the guidance of the teacher, then physical education at its core involves the formation of theoretical knowledge and practical–motor skills of self–physical education (i.e., to know and be able to select adequate means). Here we touch upon another problem that is solved by the whole scientific physical culture community – it is personal physical culture. Thus, physical education is relevant to the physical culture of the individual, because its priority focus is on a particular person.

It is well known that in the hierarchy of personal formations, personal physical culture is the integrative and most complex formation of a young person because it allows them to develop in harmony with the culture of society, to achieve harmony of knowledge and creative action, mind, and feelings, physical and spiritual. In the sports and sports sphere, personal and social interests that contribute to the formation of a healthy moral and psychological climate in different socio-demographic groups are balanced and approximated as much as possible [71].

Thus, the purpose of physical education is "to meet the personal and social need – the formation and development of personality – the creator, transducer and consumer of material, spiritual and artistic values of society. Hence, the object of physical education is the process of reproduction of the human factor – the personality that constitutes the unity and harmony of physical and spiritual principles; subject – formation of specific components of personality culture. The system–forming factor of physical education is the culture of personality, and the

components of the structure of physical education are the processes of learning, education, and development.

D. V. Lotonenko, E. A. Stebletsov sees the main goals of non-specific physical education of student youth in:

1. Achieving the integrity of knowledge about a person, their culture as a system of norms, values-oriented to the development of personal qualities of each young person;
2. Creation of humanitarian foundations (morally–ethical, cultural–aesthetic) formation of student's intelligence in unity with his physical activity;
3. Education of students' needs and ability to be guided in their life by humanistic motives and goals of physical activity, ability to self-critically evaluate the results of physical and spiritual development;
4. Students' orientation to self-education, self-development, self-regulation, and self-control in the field of physical activity, continuous spiritual and physical development as an important factor in all spheres of their life activity [95]. T. Krutsevich, O. Tomenko outlined conceptual approaches to non-specific physical education, having previously divided them into three groups:

«Concerning the purpose and tasks of non–specific physical education (holistic, axiological, bio–socio–cultural, methodological, health–improving, self–deceiving, thesaurus, philosophical–cultural); content of non–special physical education (anthropocentric, elective, innovative, information–epistemological, comparative, succession of means and forms of physical education, synergetic, formal–logical, vocational), and conditions of realization of non–special physical education, age, age, personality–oriented, prognostic, systemic) [81].

In non-specialized physical education D. V. Lotonenko, E. A. Stebletsov distinguish three groups of functions: 1) The formation of motor skills, the rational technique of performance of physical exercises, motor techniques and actions. 2) The function of upbringing: formation of the conscious attitude of students to their physical development, educa-

tion of determination, willpower to overcome considerable physical activity in conditions of high psycho-emotional stress, which is connected with intensification of humanization of higher education, the formation of needs and motives in regular physical education. 3) The function of management of pedagogical actions: development of physical qualities: strength, speed, endurance, agility, coordination of movements. Improvement of forms, means, and methods of physical and spiritual development of youth in conditions of physical activity [95].

V. A. Vostrikov presents the functions of physical education in two main directions: "1. General cultural, social functions that reflect the connection of physical education with other social phenomena and types of culture. These include moral and ideological, cultural, aesthetic, value-oriented, normative, informational, socializing and communicative functions. 2. Specific functions that ensure communication within the physical education itself and reflect the procedural component in the formation of personality – educational, educational, developmental and wellness ".

It is becoming apparent that the issue of non–specific physical education is now being actively developed by industry experts. They also define the concepts, outline conceptual approaches, establish the object and subject of non–specific physical education, show the directions and conditions under which it will function successfully. That is, everything is done to move to a new level of physical culture functioning.

The problematic range of issues in the formation of values of physical culture and motivation for professionally applied self-improvement

S. M. Voronin, using his research (conducted back in 2002), makes a statement that today reflects the general situation of physical education of students of non-core university. We cite: "Regardless of the faculty and gender of students, the attitude towards physical education and sports is more neutral. Students have very inaccurate ideas about the

importance of physical culture in the readiness of a specialist to realize themselves in their professional activity"[24].

Some of the main reasons for the low motivation of students to engage in physical education are considering the lack of value categories of health and physical self-improvement of students in them [60; 94; 123], and "the lack of conscious interconnection of the physical preparedness and professional readiness of specialists; conditions of organization of educational process; reproductive teaching method; lack of implementation of such pedagogical control functions as diagnostic, methodical, educational, developmental and educational "[81].

V. A. Streltsov notes that "... the system of values of physical culture remains for most students at the abstract personal level, and the dynamics of value orientations of a large part of the youth is characterized by a shift towards material interests, a weakening of serious cultural requests, tolerance of negative physical force, and growing social reality». This indicates that "physical education" as a discipline among students of higher education is not popular, especially for students of the special medical group and those who do not additionally play sports [89].

We will understand the category "value orientations" according to the definitions of domestic scientists. Yes, S. U. Goncharenko [158] gives the following explanation: "Value orientations are a selective, relatively stable system of orientation of interests and needs of a feature, focused on the full aspect of social values. Value orientations are formed in the process of social development of the individual, his participation in working life. Education of a person can be considered as management of formation or change of its value orientation».

M. D. Yarmachenko makes the following definition: "Value orientation is the selective attitude of a person to material and spiritual values, the system of their attitudes, beliefs, benefits, which are expressed in behavior" [183].

In the Child and Youth Education Program in Ukraine (2010), value orientations are viewed as "the orientation of the interests and needs of the individual to a particular hierarchy of vital values; ways of differ-

entiating objects by their importance for themselves" [134].

The value orientations of the person not only determine the motivation of the individual behavior, but also make up the outlook of the person. Valuable Youth orientations are formed in the process of education and training. Moreover, the purpose of training is not so much to inform specific knowledge in a particular field, but to recreate cultural and historical norms that contribute to the self-realization of the individual. Through education, the transmission (transmission) of value orientations from generation to generation is carried out at both verbal and non-verbal levels [168].

A. M. Kramarenko defines the teacher's values system as "his inner world, which arises most as a result of the process of vocational training in a higher education institution" [80].

Among the national values that determine the socio-economic policies of civilized states, the priority of health and a healthy lifestyle is undeniable. People's health is the main "calling card" of socio-economic maturity, culture, and success of a civilized state.

Determination of the value attitude of the person to the physical condition and development, physical perfection, physical education characterizes its views, ideals, principles on which self-consciousness is created. In a generalized definition, value attitude to one's physical state is a manifestation of attention, a selective manifestation of the efforts of will, motivation, human need, aimed at evaluating the nature of the properties of material objects and spiritual phenomena in the mind of the individual, characterizing their significance for the person [61].

By the way, the development of values of physical culture equips the young man with an understanding of the complexity of life, helps to develop spiritual and ethical criteria for the self-esteem of the individual. The process of involving students in the values of physical culture through theory and practice significantly activates the cultural potential of the student's personality, broadens his outlook, enhances spirituality, promotes the formation of an active life position [9; 10]. This, in turn, requires the formation and development of abilities for the cultural

self-expression, which in practice means raising the need for cultural information and knowledge and ability to recognize true cultural values. Such a desire is a manifestation of the participation of student youth in the creation and activity of initiative associations in the physical activity of interest. This includes the ability to spend meaningful and creative time with the widest use of the potential of physical culture [25; 26].

However, as rightly notes by Sh. M. Bakhtibekov's "organization and content of non-special physical education does not allow proper preparation of subject teachers who are able to fully resolve the issues of upbringing, the inclusion of students to fundamental cultural values, among which physical culture occupies a special place.

In the university of students' learning acts as a socio-cultural process, which includes: formation of the setting for the appropriation of cultural values; orientation in cultural (cognitive) values; formation of the purpose of cultural (educational) activity; mastering the spiritual values of society; forming a holistic (value) picture of the world; orientation in human values.

Yu. M. Nikolaiev emphasizes the importance of substantiation of the socio–cultural component of physical education without rejecting the knowledge concerning the development of the physical somatic (somatopsychic) component of physical culture and establishing a single relationship between them in the real pedagogical process. It is especially important to build students' interest and need to learn the diverse values of physical culture. In this regard, he advises building relationships between teachers and students, taking into account the translation from an object–subject form into a subject–subject mutually motivated creative pedagogical activity that will allow harmonious influence on children [117].

Yu. M. Nikolaev in a number of the publications [116; 117] emphasizes that the rating of physical culture values in the modern post-Soviet space is extremely low, which prevents the full formation of the values of the student's physical culture, which requires certain conditions of physical education organization and the corresponding status and im-

age of the physical and cultural atmosphere in society. As a way out of this difficult situation, Yu. M. Nikolaev and other scientists [97] see in the reorientation of the goal of physical education in the direction of spirituality, a kind of spiritualization of the physical, which will contribute to the development of values of physical culture. And this is possible, according to the I. M. Bykhovskaya; D. D. Donskoi [182]; V. S. Yakimovich; V. I. Stolyarov only at an expansion of essential understanding of physical culture on positions of philosophical and cultural approach that will allow to orient system of non-special physical education on formation and reproduction of the person in the integrity of physical and spiritual.

Physical education has great value potential, which is especially due to the appeal to the classification of L. I. Lubysheva, V. I. Ilyinich.

Speaking about the development of the value potential of L. I. Lubysheva notes that the value composition of physical culture "remains relatively stable. The substantive aspects of values are constantly updated, supplemented, refined as knowledge develops and the level of social culture increases" [96].

L. I. Lubysheva developed a classification of the value potential of physical culture, where conditionally values are divided into the following components – intellectual, motor, technological, intentional and mobilizing. Intellectual values are knowledge about methods and means of developing a person's physical potential as a basis for organizing his physical activity, sports training, tempering, and a healthy lifestyle. Moving values include the best examples of motor activity obtained in the process of physical education and sports training, personal achievements of human preparedness in movements, its real potential. The values of technologies of the formation of physical culture are various complexes of methodical recommendations, practical recommendations, methods of wellness and sports training – all that is worked out by specialists for providing the process of physical and sports training. Intentional values reflect the formation of public opinion, the prestige of physical culture and sport in a particular society, their popularity among

different categories of people, and most importantly, the desire and willingness of a person for constant development and improvement of the potential of their own physical culture. To this group, the author also includes the social and psychological attitudes of people, determined by the nature, structure and orientation of needs, motivations and value orientations for exercise and sports. Mobilization values – the ability to rationally organize their budget time, internal discipline, timeliness, speed of assessment of the situation and decision making, perseverance in achieving the goals, the ability to safely overcome failure "[96].

V.I. Ilinich sees the axiosphere of physical culture in the following typology:

- PC material values (conditions of employment, quality of sports equipment, privileges from the society);
- PC physical values (health, physique, motor skills, physical qualities, fitness);
- PC social and psychological values (rest, entertainment, pleasure, industriousness, behaviors in the team, sense of duty, honor, conscience, nobility, means of education and socialization, records, victories, traditions); mental (emotional experience, character traits, personality traits and qualities, creative inclinations);
- PC cultural values (cognition, self-affirmation, self-esteem, self-esteem, aesthetic and moral qualities, communication, authority) [160.].

Consider how modern students are attracted to the values of physical culture, because "the value attitude of the individual to their physical culture – a manifestation of self-esteem, interest, interest, aimed at positive evaluation of the values of physical culture, the essence of the acquired qualities, properties of physical culture, which contribute to the form of physical culture and self-awareness. a positive value for the vitality of the individual. Physical culture of a person is characterized by a certain level of self-awareness, education; a culture of needs and interests; organization of personal time, aesthetic taste, movement proper-

ties, and bodybuilding; a certain type of motor activity, which is based on value orientations, knowledge, beliefs; a culture of behavior that is formed on the basis of the requirements and rules of life and is transformed into a valuable quality of personality – education" [61].

Yu. V. Subota cites poll data, according to which 21.5% of the students surveyed regularly engage in physical education outside of school hours: 59.9% attend, but do so regularly; 18.1% of students do not engage in physical education. Thus, according to the students themselves, the number of regularly engaged in physical education in the after-school hours is just over a fifth. The rest of the students have episodic lessons or are completely missing them [148].

The value attitude to physical culture reflects the integration of knowledge, value orientations, personal qualities, and practical skills in the field of physical culture, emotional and positive perception of physical education, desire for self–analysis and self–education. In practice, this provides a choice of conscious behavior based on normative and physical and moral principles. Valuable attitude to physical culture represents the main regulations of the actions of the individual, which is fixed in his customs, traditions, principles of life and professional activity, in mental states, actions, and qualities [73].

E. P. Kozak identified and experimentally tested (through the introduction of a special course "The formation of Value Attitude to Physical Culture") the influence of the cognitive component (mastering the system of knowledge about health and healthy lifestyle) on the formation of value attitudes to the physical culture of students of higher educational institutions. Thus, they found that: "in the control group, the level of formation of the value attitude to physical culture practically did not change (high level before the experiment – 31.8% of students, after – 32.0% of students; average level before the experiment – 35.9% students, after – 33,4% students; low level before the experiment - 32,3% students, after - 34,6% students). There are no statistically significant differences ($p > 0.05$). At the same time, there was a steady tendency in the experimental group to increase the levels of formation of indicators

of the cognitive component (high level before the experiment – 31.0% students, after – 56.4% students; average level before the experiment – 35.2% students, after – 37, 9% of students; low level for the experiment – 34,3% of students, after – 5,7% of students)» [72].

Conceptual studies in the formation of students' needs for the value potential of physical culture were conducted by Ukrainian scientist S. O. Sychov, who first substantiated the theoretical and methodological principles of attracting student youth to the values of physical culture in the process of physical education in higher educational institutions (theoretical and methodological approaches, principles, methods, forms, methods); defined the degree of the process of the upbringing of physical culture values in student youth as an integrative personal education, encompassing knowledge about physical culture, its values, positive attitude to them, ways of behavior, skills, and skills of healthy life and self-regulation of personality; identified and characterized pedagogical conditions for increasing the efficiency of physical education (personality oriented education of student youth in relation to their involvement in the values of physical culture; providing motivation of students to master the values of physical culture based on cognitive activity, dialogue, creativity, and practical learning for each subject of activity and free choice of his position; improvement of the content of training in physical education; students' youth to vocationally applied physical training; improving pedagogical skills of physical education teachers); developed a model of student youth involvement in physical culture values and defined criteria (knowledge of physical culture values and attitudes; the desire to learn and master them with further application in everyday life, etc.) and levels (high, medium, low) of students' involvement in physical values culture [142].

O. V. Bogachova substantiates the necessary components of non–specific physical education in the professional and personal development of the future teacher. It goes: «Understanding of the role of physical culture in the development of the individual, preparing him for life and professional activity; knowledge of the scientific and prac-

tical foundations of physical culture and healthy lifestyles, age characteristics of school-age children; formation of motivational-value attitude to physical culture, the establishment of a healthy lifestyle, physical self–improvement and self–education, needs for regular exercise and sports" [12]. Concerning professional and instrumental competence, the future teacher, according to O. V. Bogachova should provide: "mastering practical skills and skills that ensure the preservation and strengthening of their own health and health of students, mental well-being, development and improvement of psychophysical abilities, qualities, and properties personality, self–determination in physical culture; provision of general and vocationally applied physical training, determined by the psychophysical readiness of the graduate of the pedagogical university to the profession of a teacher; acquisition of experience in the creative use of physical and sports activities to achieve life goals" [12, p. 32-33].

The main task in the process of teaching students is to activate their learning activities in the system of organized and independent classes. The effectiveness of this activity depends on the motivation, that is, a set of factors that stimulate, organize and guide the behavior of a person for the success of the development and implementation of specific professional activity.

To date, there are quite a large number of works devoted to the motivation of activity, exercise [9; 10; 104].

Today, the term "motivation" is considered in different meanings:

1) internal cause of behavior and activity [60];

2) a set of motives and other factors that organize and direct human behavior;

3) the process of determining behavior, an activity that can be caused by internal (mental, physiological) and external (professional, social, economic) agents.

The nature of motivation (specific motives and goals, focus and intensity) are determined by the peculiarities of the state of professional formation of the subject - the choice of profession, vocational training,

professional activity [152].

The authors note that the content of motives, their focus, structure, and specificity for different activities have a regulatory impact on the success of mastering the profession, efficiency activities, job satisfaction, personality development, and ultimately determines the level of professional fitness of the subject.

In accordance with the educational activities of students went under professional motivation I. V. Mityukova understands a set of factors and processes that are reflected in the consciousness, encourage and direct the person to the study of future professional activity.

The strategy of the modern higher education system should provide for the increase of professional motivation, starting with mastering the professionally–oriented disciplines and focusing on the model of the specialist.

From the point of view of psychologists [19; 60; 99] motivation to achieve is a driving force in issues of self–development, self–determination, and is seen as a set of stimuli and conditions that guide and regulate the process of professional formation.

The desire of the person for success, which is socially promoted, contributes to the formation of sustainable motivation to achieve, adequate self-esteem, the conscious setting of the goals of their activity, the full development of the personality.

Let us pay attention to the concept of self–esteem and its role in the development of motivation. Yes, some authors [98; 119] believe that students' orientation to self–improvement depends on how much they really evaluate themselves, their state of health, physical fitness. According to the research of O. Yu. Marchenko, if the students highly evaluate these indicators of their condition, satisfied with their level of development, then they do not have a strong motivation to engage in exercise and even more independently. Therefore, an important question is to investigate to what extent the subjective assessment of one's abilities corresponds to real indicators that can be determined by objective research methods [104].

If the subjective and objective assessment does not coincide (es-

pecially when exceeding one's capabilities), the teacher has a problem using different arguments to show the future teacher what undesirable consequences may be experienced when he/she is not ready to fulfill his / her professional duties at school.

Of particular importance is adequate self-assessment of one's physical development and physical fitness for students of pedagogical specialties of correspondence form of study, because they lack the obligatory physical education classes and the task of self–improvement and achievement of the proper level of physical fitness should be solved only in independent ones.

Professionally-applied physical training as a component of physical education of students of pedagogical specialties

The radical socio-political transformation of society, the political and economic problems of the country, the global ecological crisis, the increase of the level of morbidity of the citizens, the decrease of their working capacity and the particularly pronounced deterioration of physical, mental, mental development and working capacity among children and youth exacerbates the urgency of the problem of preservation and development of spiritual and physical development. the health of the young generation of the Ukrainian nation [175].

During the years of independence, Ukraine adopted a number of normative documents (Constitution of Ukraine, Laws of Ukraine "About Education" (1991), "About Social Work with Families, Children, and Youth" (2001), "About Higher Education" (2002), " About the National Program of Youth Support for 2004-2008 (2003), About Physical Culture and Sports (2011), State National Program on Education (XXI Century Ukraine) (2002), National Doctrine of Educational Development (2002), National Doctrine of Physical Culture and Sports Development (2004), Presidential Decree "On Approval of the Concept of the

National Healthy Nation Social Program for 2009–2013), which regulate and project the future direction of pedagogical and physical education.

The idea of creating motivation for healthy lifestyles in young people was fully realized in the National Doctrine of Educational Development of Ukraine in the 21st Century, adopted in 2001 at the Second Congress of Educators. It identifies one of the priorities of public policy in the development of education – the formation of the nation's health through education [125]. In 2001, a creative team of specialists in the field of ideological education and upbringing, which included S. Strashko, M. Grinyova, L. Zhivotovskaya, and others, developed the concept of valeological education of pedagogical workers. According to this concept, the main purpose of the valeological education of pedagogical workers is to form a valeological outlook of the future teacher, which is an important factor in its adaptation to the new pedagogical paradigm of the humanistic orientation of the educational process.

After the proclamation and signing of the legal acts, the officials started to implement the real mechanisms of healing the nation through education. Only the direction was taken not to increase the time of physical activity but to intellectualization. Perhaps because the keyword "education" is somehow not associated with exercise, but more with knowledge, it was decided to accumulate theoretical abilities and to reduce students' academic pursuits to a minimum. Moreover, their education should somehow make them return to improve their own bodies.

O. G. Cherevichko, E. M. Shcheglov explained negative situation, which is connected with the state of health of university students, by the problems of modern higher education, which is characterized by the predominance in the mode of the student's educational activity over moving activity; lack of accounting for physical and mental workload during the school day; reducing the duration of physical education and sports as a result of the increase in the number of training sessions, as well as the lack of use of the opportunities of these classes to relieve physical and mental stress; shortcomings in the organization of active recreation of students, and, as a consequence, exclusion from the orga-

nization of the process of physical education of physical and mass activities with health orientation [170].

S. A. Chernigivska, O. V. Shevyakov point out that "there is a practice in the higher school of Ukraine to shorten the term of teaching the discipline" Physical Education "(from the whole term of study in the university, as it was in the USSR, to two years), as well as the practice of significantly reducing the teaching hours for this discipline. Therefore, the awareness of the importance of making efforts to improve their health comes to sick students even when teachers of physical education departments are unable to help them, even though the introduction of innovative technology of non–professional physical education. "

Such practice (reducing hours for academic training in physical education at a university) in independent Ukraine already has all the features of the trend. The consequences of such thoughtless actions are illustrated by the following statistics. Thus, the number of students enrolled in special medical groups in Ukraine is 20-25%, in some higher educational institutions reaches 40% and is projected to increase to 50%. In the second year, the number of cases of diseases increases by 23%, and in the fourth year increases to 43%. Analysis of the results of the state testing and the functional status of the students revealed that only 1.8% of students correspond to the high level, the average – 7.7%, the low – 21.5% and the very low – 69.0% [146]. Studies show that every year the biological age of first-year students is increasing. Thus, if at the beginning of the 2003-2004 academic year they were 34.9 and boys 41.9 years, then by the beginning of the 2009-2010 academic year, respectively, 40.7 and 51.9 years. Overall, in absolute numbers, the number of students assigned to a special medical group for health reasons increased from 120–146 in 2002 to 149–439 in 2009. At the same time, the number of people attending physical education classes decreased from 86.6% of the total number of students in Ukraine to 66.5%. That is, the number of students exempted from practical classes was 33.5% in 2009, and the upward trend remains.

As a result, it becomes apparent that most students are out of reach

of a safe level of health. Physical education classes are canceled in those courses that students would most agree with. However, this was not always the case. Until recently, the first Ukrainian curriculum "Physical Education for Ukraine Higher Educational Institutions of III-IV Accreditation Levels" [162] was developed in 2003, which S. Kozibrotskii described as a positive step forward since physical education in universities for all courses allotted an unprecedented 630 hours. At the same time, the program corresponded to regional traditions, logistical and natural conditions, taking into account the interests and preferences of participants in the educational process, etc. [74]. Thus, to put it in the general context, there were about 25 educational programs in the higher education institution of Ukraine during the Soviet Union, which were overwhelmingly national, compulsory for all educational institutions. Substantial content of the curricula of different years had significant differences due to socio-historical, military-political, economic, educational and cultural conditions of the relevant time period. In the development of program-normative support of physical education of students of S. Kozibrotskii several periods are allocated, in particular: 1920s; 1930s; 1940s – 1950s; 1960 – 1980s and modern post-Soviet periods. In the 1940s – 1950s the number of hours for the general course in physical education increased significantly: from 180 hours in 1933 to 560 hours in 1948, the section of vocational-applied physical training was distinguished as a mandatory component of physical education of students [75].

In this case, we will analyze the current scientific and methodological support of the educational process, which occurs due to curricula that are developed on the basis of state standards or qualification characteristics of the professions, but before that, we will provide historical background.

All the current educational process of physical education of students in Ukraine is carried out, subject to the following program-normative documents: 1) the basic program on "Physical Education" for the higher educational instituitions of III-IV accreditation levels (its methodological basis is the valid state documents regulating "Physical Edu-

cation" as a compulsory discipline) developed on the basis of "State requirements for training programs in physical education in the education system" [38]; 2) The Order of the Ministry of Education and Science of Ukraine No. 642 of 09.07.09 "On Organization of the Study of Humanities at the Student's Free Choice"; 3) Regulation on the Organization of Physical Education and Mass Sports in the Defense Law (Order of the Ministry of Education and Science of Ukraine No. 4 of 11.01.06), registered by the Ministry of Justice on 10.03.06 under No. 249/12123.

Higher education institution develops and approves its own physical training curriculum (according to the "State Requirements for Physical Education Curricula in the Education System"), approved by the Ministry of Education of Ukraine Order # 188 of 25.05.1998.), which allows building physical education of students taking into account: 1) interests and interests of students; 2) regional, linguistic, ethnic and cultural, climatic and ecological features; 3) the level of logistics and base of the university; 4) peculiarities of higher education standards in this specialty; 5) to clarify and supplement the content of non-specific physical education "On regulatory documents for physical education".

The purpose of the physical education program for students of higher educational institutions is to shape the student's physical culture as a systemic and integrative quality – an integral component of the general culture of the future specialist, capable of implementing its educational, social and professional activities and family. The program recommends organizing physical training classes education in the amount of 4 hours/week as an extra-curricular discipline. For students of I-II courses physical education is planned in a classroom load, which may not exceed 30 hours per week, and for upperclassmen – in the form of section classes. Other types of training are determined in accordance with the procedure established by the department of physical education of a higher educational institution. Extracurricular physical education classes are organized in the form of classes in sports clubs, fitness and health sections; independent exercise, sports, tourism; health, fitness, and sports events [38].

All of the above is more relevant to the interests (depriving phys-

ical activity) of full-time students. *What is the situation with part-time students*?

O. V. Kovaliv did a comparative analysis of day and extracurricular activities and found that, by the number of hours, the curricula were the same, but at the extramural department, the lectures were read in much smaller volumes, these were mainly overview lectures and several practical classes. With regard to the correlation between different types of full-time and part-time activities, it establishes that independent and individual work of students is the most important component of the educational process in higher educational institutions. Their ratio to classroom work is 60.25 per day at the distance learning department – 89,4%. The difference between these forms of education is 29.15%, and the discipline of "physical education" is completely absent from the distance form of education. This indicates that self-study and individual work on the distance form of education is a priority.

O. Kubovich compared the lifestyle of full–time and part–time students and found a number of differences. Thus, a study of sleep duration indicates that most students adhere to hygienic standards for the length of nighttime sleep. In particular, 68% of full-time students and 48% of part–time students sleep 7-8 hours a day, which is a hygienic standard for their age. Other students either fall asleep or sleep too much, which negatively affects their health. With regard to the duration of the mental load during the day, it found that full-time students spend more time studying than part-time students. 43% of full-time students spend 3 to 4 hours per day on self-study. However, it is safe to say that part–time students attend the library more often – 74%. Meals of full–time students is irrational and unsystematic. Unlike full–time students, part–time meals are much better: 74% of students eat three meals a day.

According to the research B. M. Shiyan, we get information that the graduates of the faculties of part–time form of education of pedagogical educational institutions have a low level of psychological and pedagogical training, and 59% of the surveyed teachers in seven regions of Ukraine can not independently determine the content, means, and

forms of physical education of students [177].

Other studies of domestic scientists, specialists of the post–Soviet countries and foreign experts in the physical education industry also confirm that in the real pedagogical practice in most teaching staff is not yet formed personal physical culture, manifesting indifferent or generally negative attitude to. To some extent, this has led to a misunderstanding of the importance of vocational training for students.

Many scholars, who researched this issue [22; 76; 77] emphasize that for a professionally applied physical training of students of any specialty, the availability of a fairly wide range of physical exercises and their simplicity in coordination structure must be a prerequisite. It becomes apparent that most of these problems are reduced to one point – a superficial vision of the essence of physical culture for the development of society.

Educational activity of the teacher contains various in their functions components that require appropriate professional abilities: cognitive (gnostic), constructive, prognostic, organizational, communicative (perceptual and suggestive), analytical [62].

Abilities are personality traits that ensure, on the one hand, the success of mastering a professional activity and, on the other, the successful performance of an activity.

In the teaching profession, the communicative component is essential because a pedagogical activity is inherently communicative. The main task of the teacher is to ensure the student's position as an active subject of their activity. This, above all, is aided by communicative abilities that manifest themselves in the ability to interest, elicit emotional feedback, provide contact and support, prevent conflict, clarify relationships, cause educational influence [62].

The effectiveness of communication skills depends on overcoming some of the negative factors that psychologists refer to as "internal obstacles" (V. V. Stolin), "psychological barriers" (B. D. Parigin), "repulsive forces" (V. Levy) [62]. One of these psychological qualities is empathy. Empathy is a professional quality teacher whose activity is directly re-

lated to children.

During the period of study at the pedagogical university, it is necessary to show empathy with the children of students, so that, if possible, to correct the attitude in the process of vocationally applied physical training in order to avoid the cruelty and cruelty with the students, which unfortunately are observed in practice.

As the practice of work at school shows, only physical education teachers are not able to ensure the orientation of students to health, an active lifestyle, and the consolidation of subject teachers is needed. For it is necessary for them to form a focus on the value potential of physical culture in the process of higher education. The result of this should be the attainment of such a level of physical culture of the individual, which was characterized by activity in his physical, spiritual, intellectual self-improvement [61].

The motivation for teaching physical education and sports to students of pedagogical specialties

The formation of non-specific physical education of students of pedagogical universities is impossible without first taking into account the motivation of physical activity, which is of great importance and is a central component and core in the education of young people in a positive attitude to physical education.

V. I. Iliinich in the conceptual work "Physical Education of the Student" [160] places great emphasis on the need to consider the motivational and axiological component for the successful educational process of the physical education of students. According to V. I. Iliinich "The motivational value component reflects an active positive emotional attitude to physical culture, the formed need for it, the system of knowledge, interests, motives, and beliefs, organizing and directing volitional efforts of the individual, cognitive and practical activity on mastering the values of physical culture, life, physical perfection" [160, p. 8]. In this case, the

scientist lays the whole set of psychological determinants – values, motives, needs, and interests – in the motivational and value aspect.

Despite the fact that in modern conditions the state priority of physical education of young people is to promote health, the health status of student youth of the country is constantly deteriorating. Along with the worsening living conditions (nutrition, environment, medical treatment, etc.), this condition deepens the low personal physical culture of the vast majority of students. A number of factors have a negative impact on the health of young people: poor diet, smoking, alcohol, drugs, and toxic substances, impaired moving activity, frequent and excessive psycho-emotional stress, in particular, exam stress.

It should also to take into account the pace of life, which is constantly growing. Today, studying at a university requires a young person more and more intellectual, emotional and volitional efforts. In addition, teaching at a pedagogical college has a specificity. This and a large amount of independent work, especially at the humanities and the passage of pedagogical practice at school – all this leads to nervous overstrain, disturbance of the mode of work and rest, reducing the time of physical activity, which would balance the mental load. Reduced motor activity adversely affects the functioning of the body, which is accompanied by a sharp decrease in performance [46]. According to statistics, the number of students with health disabilities up to the fourth year is increased by 2 times compared to the freshmen. If 24% of the freshmen were assigned to the group during the medical examination, then during the first medical examination this group increased to 40%, and after the second – to 52% of the total number of examinations. These data indicate that the number of students with health disabilities is increasing as a result of the state of health.

Some scholars have noted that "the main problem of physical education in high school is the need to achieve optimal movement mode for students. This is only possible if the objective and subjective factors that influence the student's personality are effectively used. In this case, it is possible to maintain at a sufficiently high level the physical condition of

the students, including the state of health and success" [163, 153].

The level of physical education in higher education does not contribute to the effective reduction of the lack of physical activity of students, which is one of the reasons for various kinds of deviations in their health. It has been established that the number of preparatory and special medical groups increases from 5.36% in the first year to 14.46% in the fourth year during higher education in higher education institutions [44]. Research on moving activity of student youth [43; 54], inform about its low level. And this in turn hurts the human body, its normal functioning, physical fitness and, in general, somatic health.

R. B. Chaplinskii, in establishing the relationship between physical activity and the cardiovascular system, notes that "physical activity is one of the necessary conditions of life, which has not only biological but also social significance. Healthy young and middle–aged people should spend 20–60 minutes 3–5 times a week (walking, jogging, biking, swimming, skiing, playing sports, etc.) for exercise. At the same time, the lessons should be intensive enough."

Excessive workload, coupled with impaired student activity, increased mobility of nervous processes, frequent stressful influences, and, together with adverse factors, can create real conditions for deteriorating health, chronic illnesses, mainly neuropsychiatric and cardiovascular.

V. Pylnenkii, V. Romanenko, A. Drachuk researching the state of health of students of pedagogical universities with the help of objective and subjective indicators and statistics of medical control revealed that self–steem of own health of students of different courses is different: in the younger courses 28% of first-year freshmen rated their health status as ideal; in the second year there were 14%, and in the third and fourth years 19% and 15.6%. Students of III – IV years of Mykhailo Kotsyubynskii Vinnytsia State Pedagogical University do not consider their health to be ideal. There is no risk of cardiovascular disease in 16.6% of first-year boys, 25% of second-year students, 23.8% of third-year students and 25% of fourth-year students. In 10.2-16.6% of the first–fourth

year students it is explicit and maximum. Indicators on the number of school days missed due to illness indicate that the largest number of them were in the third and fourth years of studying [42].

Forced restriction of movement reduces the flow of impulses from the muscles to the moving centers of the cerebral cortex. This reduces the excitability of the nerve centers and therefore the mental capacity. The prolonged absence of muscular tension and mechanical compression of the blood vessels of the posterior surface of the thighs while sitting, complicates blood flow from the lower extremities. Stagnant phenomena are formed in the abdominal cavity, which worsens digestion, reduces the blood supply to the brain, complicates its work [77].

Among the pedagogical professions that perform the work of sitting, there are frequent diseases of the female genital area and gastrointestinal tract. Prolonged sitting in a constant posture leads to relaxation of the abdominal muscles, the appearance of a sagging abdomen, etc. [22; 76].

As for the students of humanities, in general, A. I. Drachuk stated "characterized by a weak functional state of the cardiovascular system (inflammation of the heart muscle (myocarditis), rheumatic etiologies, rheumatic damage to the heart valves, congenital heart defects, tonsillocardial syndrome). During the period of study of students the number of persons with high degree myopia and others increases. diseases "[42, p. 26].

O. E. Kolomiitseva found that the mental and physical fatigue of elementary school teachers manifested in 3–5 lessons, as indicated by 51.6% and 56.6% of the respondents respectively. Fatigue is mainly muscle back and legs, which is noted in 83.4% of cases. The time required for teachers to recover from the workday ends in 93.3% of respondents, closer to the evening and morning of the next day. A large number of teachers have expressed a desire to deepen their knowledge and expand the range of skills and competences in applied physical training. Occupational diseases of teachers revealed a divergent picture: deviations in the activity of the nervous and cardio-respiratory systems, gastrointestinal tract, organs of vision are more common. From these data it becomes clear that teach-

ers who work directly at school lack knowledge in the field of physical education about health conservation, and therefore students of different specialties of the pedagogical university need to be taught physical education so that in their future activity they would not have such problems. Despite this disappointing state of health, teacher educators are in no hurry to engage in physical extracurricular activities or attend sports classes. Yes, O. M. Columbet, A.I. Dymutska, N. Yu. Maksymovych's questionnaire of first year students of the Boris Grinchenko Kyiv University found that "most of the students surveyed did not do sports at all, except for academic classes (71.6%) and only 28.4% of students engaged in sports. Of these: shaping (12.8%), swimming and sports (6.1%), sports games, martial arts, athletics (5.4%), other sports (4.1%). In terms of motives that encourage physical education, they are concerned with the development of physical qualities (63.0%), health promotion (55.4%), mood enhancement and well-being (33.6%), desire to improve physique (27.7%), PPT knowledge and skills (10.0%) and desire to be attractive to people of other sex (9.2%). Girls have motives in the following sequence: to strengthen health (54,8%), desire to improve physique (42,5%), development of physical qualities (41,2%), improvement of mood and well-being (35,3%), obtaining knowledge and skills of PPT (4.4%) and less all to achieve recognition of others and raise their authority (1.7%)" [77, 215].

Z. I. Filatova found out experimentally that the following factors are of paramount importance for student training: 1) the state of the educational base – 84.3%; 2) health – 82.2%; 3) teacher's identity – 80.7%; 4) the level of requirements – 68,5%; 5) orientation of training sessions – 65.3%. At the same time, the attitude to extracurricular sports activities in many is determined by the following factors: 1) the identity of the teacher-organizer – 86,2%; 2) the state of places of training and competitions – 74,1%; 3) condition of inventory and equipment used – 70,4%; 4) responsibility for participation in competitions – 69,5% [163].

The problem of education of motivation in student youth for physical education, their involvement in leading a healthy lifestyle has been studied by scientists for more than a decade [32; 139; 152], experimental

programs on the physical education of students of the liberal arts university are being developed for forming in them a stable motivation for physical activity [54] and ways of improving the process of physical education of student youth. That is, there are some changes in this direction.

It is no coincidence that E. Wilchkowski, A. Wilchkowska, V. Pasichnyk and A. Chvenar, when studying the motivation of students of pedagogical universities in Poland to systematic physical education and sports, conclude that "… The system of physical education in a university should take into account the needs, motives, interests and inclinations of students to develop their motor abilities. The orientation of motives for physical education should be oriented not so much on the result (to fulfill the norm, to make a test), but on the very process of their physical and sports activity. Therefore, the role of creative, innovative abilities of the teacher of physical education in the university increases significantly. Not only does the organization and content of physical education classes depend on his professional skill, but also constructive, purposeful educational work on shaping students' interests and motivational needs in a healthy lifestyle" [18]. Such innovative provisions, which aim to improve the desire to exercise, to form a motivation for physical education, recently (after the Russian) are increasingly involved with Ukrainian scientists. This is the influence of non-traditional forms of physical culture, methodology for constructing the personality-oriented content of students' physical and sports activities, the use of sports as a means of motivation formation, promotion of physical education and advertising of health services [142]. The approaches to the formation of motivation for physical education of young people with the use of information technologies have become very popular [172].

Thus, it becomes clear that motives should be taken into account when working with students to give them (for a start) from the physical culture what they want, to increase their physical activity, to engage in classes and thus to shape their orientation to values of physical culture, while giving non-specific physical education.

Motivational priorities of students of

PEDAGOGICAL SPECIALTIES IN THE FIELD OF PHYSICAL CULTURE

The motivation for physical education and sports students of the Faculty of Primary Education

The peculiarity of the elementary school teacher's work is that he is at the same time a class teacher and teaches all the disciplines stipulated in the curriculum. An exception may be physical education lessons, which should be taught only by a teacher with higher physical education. However, about 40% of primary school teachers, due to various circumstances (small school, low load, etc.), also conduct physical education lessons. Society places high demands on the personality of the elementary school teacher because it is he who forms the need for young learners moving activity, the physical culture of the individual, which includes value orientations for healthy lifestyles, which will then continue to form in middle and older school age. Therefore, it is important that the individual physical culture of the future teacher, which for children should be the standard of physical and moral development. He must have the theoretical knowledge to convince children of the benefits of locomotor activity to prevent illness and to play a specific sport by showing children an example.

In this regard, we need to find out how the students of the elementary education faculty systematically engage in certain sports or recreational motor activity, which have motivation and value orientations.

Involvement in various forms of students' moving activity

The peculiarity of the curriculum for the students of the second year is that the full-time students have 120 hours of practical classes during 2 semesters, and the part-time – they do not have at all. The 4th year students study the subject "Physical education with the method of its teaching." The hospital has 14 hours of lectures and 28 practical classes; on correspondence form of study: 6 – lectures, 4 – practical classes, 80 – inde-

pendent work. Therefore, full-time students have more opportunities to interact with faculty members of the physical education department and to choose the type of sport they would like to pursue in the afternoons.

A survey of female full–time students of second year shows that 60% of girls practice sports, while only 36.7% are involved of the part–time education. By the fourth year of inpatient care, the percentage of those involved in sports is reduced to 50%, which may be due to the absence of compulsory physical education. In the 4th year of correspondence form, the number of such students is reduced to 23.3%, although the obligatory subject "Physical culture with teaching methods" appears. Obviously, 80 hours of self-employed hours are not used to enhance vocational training.

The most common reasons for not playing sports are the lack of desire: 58–60% of full–time students and 52–74% of part–time girls have no motivation to improve their fitness and level of physical health.

33.4% of the students of the second year of full–time department complained on poor health status, which interferes with sports or physical education, fourth years – 26.7% of students, part-time – 26.3% and 39.1% respectively.

Fourth-year full-time students, who continue to do sports from the second year and continue to do so, have better health state than part-time fourth-year students.

From the second to the fourth year the number of sports practiced by female students decreases. So, in the second year, girls are involved in eight sports. Athletics (27.8% – inpatient and 18.2 – correspondence), volleyball (22.2 and 27.2% respectively) and football (11.1 and 9.1% respectively) are the priorities. In the second year of full–time department, 16.7% of female students go swimming, which is not part-time. Few do boxing, fitness, in-gymnastics, and hockey, tennis, and bodybuilding in the part–time department.

The number of sports that fourth year students are engaged in is only four: athletics (33.3%), volleyball (33.3%), football (20%) and boxing (13.3%).

In the 4th year of correspondence form of study in a group of

30 people, seven are engaged in sports, 3 of them are engaged in volleyball, 3 – in basketball and 1 – tennis.

Thus, from the second to the fourth year students loose interest in doing a separate kind of sport.

It may happen because of motives of the classes, which are not aimed at achieving high sports results. The students of the 2nd and 4th courses of the full–time department, the priority is the motive for improving health (68.7% and 33.7% respectively), which is complemented by other recreational and recreational motives such as: get pleasure from physical activity (16.7 and 13.4% respectively), actively pursue leisure (5.5 and 20% respectively). In the second year, girls want to achieve a harmony of body (shape) and weight (5.5% each). Only three people mentioned "self-affirmation" as a motive. Sports motives such as "to achieve high sports results" and "to participate in competitions" are mentioned by 1 and 2 persons respectively. There are no sports motives at all among the students of part–time department.

The second-year students of part–time education are dominated by motives related to achieving harmony of the body (45.5%), an increase of fitness (36.4%), improvement of health (27.2%) and enjoyment of a physical activity (18.2%). The students of the 4th year of the part–time department want to "enjoy physical activity" (57.1%) and increase their fitness (28.6%). Only one girl wants to improve her health. These motives influence the choice of playing sport games (volleyball, basketball, tennis).

Students' attitudes toward physical education can be determined by their attendance of the PC classes. None of the surveyed students reported that they often miss classes, 33-37% of female students almost miss classes on physical education, and about 60% by illness.

Part-time students have only on the fourth year of studying the course "Physical Education with Methods of Teaching" (4 hours of practical classes). If half of the part-time students miss their studies, in the future they will not be able to form the ability to perform physical exercises in elementary school students.

The same state of things is with the physical training for profes-

sional activity. Most second-year students (56.7%) believe they do not need physical training. Only studying the subject "Physical Education with Teaching Methods" at the fourth year at university 53.3% of students begins to realize that it is impossible to conduct physical education classes without proper physical training. 60% of female students of full–time department are convinced that they need physical training to master the profession of an elementary school teacher.

Students were offered a 10-point scale for self–assessment of their physical state. It should be noted that the average point of full–time students increases slightly from II to IV course (6.1 ± 0.2 points and 6.7 ± 0.2 points), while at the part–time department it remains constant (5.7 ± 0.2 points and 5, 6 ± 0.2 points). A difference of 1 point ($p<0.01$) was noted between the indicators of the 4th year students of the full–time department and the II and IV courses of part–time department, which testifies to the positive impact of physical education classes, which are compulsory on the first and second courses, and on the III – IV courses they are optional. According to self-assessment, 10% female students of the 2nd year of fill–time department assess the level of physical state with a score of 3 points, 66.7% of 4–7 points, 23.3% – 8–10 points.

3.3% of the students of the fourth year of full–time department demonstrated 2 points, 60% demonstrated 4–7 points, 36.7% showed 8–9 points. 13.3% of the 2nd year students of the correspondence department evaluated their level of physical state in 2-3 points, 56.7% – 4–7 points, 30% – 8–9 points, 3% of the students got 2-3 points, 63,4% – 4–7 points, 13,3% – 8 points.

Consequently, full-time students have higher scores than part-time students – the least with low physical state (IV course by 10%) and the highest with a high level (IV course with 23%).

Physical state is closely linked to physical health. Female students also rated their health on a 10-point scale.

The average grade of the physical health state of II and IV courses day–time female students is the same – 6,6 points. The average mark in the correspondence department is much lower (5.8-5.98) than in the

hospital ($p < 0.01$).

An analysis of physical health levels indicates that 10% of female students in the second year have scores of 2-3; 50% rated their health at 4 – 7 points, 40% - 8– 10 points.

The ratio remains about the same with the 4th year students: 10% of girls have a healthy level of 1 to 3 points, 53.4% – 4 – 7 points, 36.7% – 4 – 7 points.

The students of part–time department have some other indicators: 7% of students of the 2nd and 4th courses have a low level of physical health, but high level (8 – 9 points) is demonstrated by the girls of 2nd course 26,6%, and by female students of the 4th course 16.7% showed only 8 points.

Most (66.7% the 2nd year students and 76.7% of 4th year students) rated their physical healthin 4 – 7 points.

Therefore, without sufficient level of physical activity during individual exercising, the level of physical health and fitness of part–time students decreases, which is one of the indicators of their non–specific physical education aimed at improving their body.

Motives for attending physical education classes and students' attitude to them. Attending physical education classes is caused by some motives. The second–year female day–time students, for whom classes are compulsory, are the main reasons for receiving credit for physical education (30%), the desire to have no debt on the subject (10%). This 40 % indicates an external motive for must and avoidance of trouble. Only 16.7% of the students attend physical activity training classes, and 13.3% – to enhance physical state.

The fourth year students the motives are: to get a credit (3.3%) and to have no debt (13.3%). The desire to increase fitness in the classroom (up to 23.3%) and understanding of the importance of physical exercise for physical health (16.7%).

The students of the part–time department do not have to take credits for physical education. Therefore, the main motives for physical education are to increase fitness through exercise (33.3%) and to under-

stand the benefits of physical exercise (23-17%), and increase physical activity (20-13%). No more than 10% of female students said that they were interested in physical education classes. It was this that made us study the students' attitude to these classes in detail.

The answers to the 23 questions that characterize the organization and conducting of physical education classes were analyzed using a five-point system (Kazantsev's method modified by O. Yu. Marchenko).

Part-time students have expressed a desire to participate in the questionnaire, and their responses indicate a desire for more exercise-related to physical exercise.

Overall assessment of the attitude to physical education classes on a five-point scale of students of 2nd and 4th courses of different forms of education is low – 1.8-2.1 points. It should be noted that the lowest grade of 1.8 points is given by the students of the 2nd year of day–time department, and the highest – 2.1 points of the student of the 4th year. This is due to the introduction in the 4th year of the course "Physical education with teaching methods", which requires good physical training.

The overall assessment of the subject "Physical Education" by students of the correspondence form of higher education is higher than that of students of the second year of day–time, but not much.

Female students are ambiguous about the individual characteristics of the subject. Thus, the statement that "physical education" is interesting "is the highest score (3.2 – 3.3 points) evaluated by the 4th year students of both forms of study, which may be related to the use of moving skills, and fitness in the course of the discipline "Physical education with teaching methods" at the 4th year.

The item "I like, how classes are conducted" was rated as the highest score of 3.1 and 2.8 by students of 4th years of both part–time and full–time students, respectively, second-year students rated this item much lower –2.7 – 2.6 points.

The general provisions that theoretical knowledge is necessary for all, the students rated within 2.4–2.8 points, and the statement that theoretical knowledge is needed for future work showed a difference in

grades at the 2nd and 4th ($p < 0.01$). The students of the 2nd year of day–time assessed this statement with 2.3 points, and the 4th year students – with 3.0 points (at $p < 0.01$). An even greater difference of 1.3 points is noted in the students of correspondence form of study. Second year students evaluated the need for knowledge for future work at 1.5 points, and the fourth course – 2.8 points. There is also a significant difference in the answers to the statement that physical education classes require observation and ingenuity. Second courses estimated these statements at 2.2–2.5 points, and 4th courses – 3.1 points ($p < 0.05$). This also applies to display such qualities as patience. It is rated at 2.3-2.9 points in 2nd courses and 2.9-3.1 points in 4th courses.

The tendency of increase of others interest to the subject "Physical education" is traced. Second-year students rate their friends' interest in this subject at 1.8 points, while in the fourth year they rate it at 2.8 points ($p < 0.01$). The considerable interest of their friends is noted by students of the part–time department, the 2nd course – 2.6 points, the 4th course – 3.1 points.

The statements that all exercises are interesting in the class are estimated at an average of 2.3-2.6 points, which needs further study.

Relationships with the teacher of physical education are increasing from the second to the fourth year since on the second courses students evaluate them on average 2.7 – 2.6 points, and in the fourth courses – 3.1 – 3.2 points. However, a positive evaluation of the relationship with the teacher is not based on the fact that he often praises in the classroom (2.0–2.4 points), but on the fact that the teacher is interesting to explain the exercises and tasks that you need perform. This is estimated at 2.6–2.7 points at 2nd course, and 3.2 – 3.1 points at 4th courses ($p<0.05$).

The students of the 2nd years note that they get pleasure in the classes by 2.5 – 2.7 points, while the 4th grades are rated slightly higher – 3.1–2.8 points.

Female students evaluate physical education classes to gain knowledge of conducting independent physical exercises, which are allocated 100 hours according to the syllabus. The importance of such classes is

estimated at 2.1–2.4 points.

The influence of physical education classes on the development of general culture (2.9–3.3 points) and health improvement (3.3–3.6 points) is quite positive.

The method of conducting classes is generally positively estimated by the students: they do not consider that the physical exertion is too high (1.5–2.2 points). Regarding the exercises performed at the classes, the opinions were divided: half of the students (2.1–2.6 points) would like to do the exercises of their choice, others agree to perform the exercises offered by the teacher (2.7–3.0 points). This issue also needs further study.

It should be noted that the interest of students in independent exercise is very low – 1.7–2.3 points. This indicates the lack of knowledge gained during training. Because of this, female students agree to perform the exercises offered by the teacher in the classroom, which should be addressed in future studies.

Students of 2nd and 4th part–time courses do not have compulsory physical education classes, understand the need for theoretical and physical training, but do not express a desire to further study in the sports section, as evidenced by a score of 1.6 – 1.9 points.

Conducted studies of the attitude of students of day and correspondence forms of study to physical education allow drawing some conclusions.

The same tendencies in the assessment of the characteristics of the discipline of students of the 2nd and 4th courses, regardless of the form of education, are probably connected with the study of the discipline "Physical Education with Methods of Teaching" in the IV course. The 4th year students evaluate the necessity of the subject "Physical education" for their future professional activity. This can be seen from the estimates of the following statements:

- interest in the subject, assessment of 2nd courses 2,7-2,9 points, 4th courses – 3,2-3,3 points ($p < 0,05$);
- the need for theoretical knowledge of physical education for

future work (2.3-1.5 points – 2nd year and 3.0-2.8 points – 4th year, p <0.05);
- the need for wit, observation and patience in physical education (2nd course – 2.2-2.5 points, 4th course – 2.9-3.0 points, p <0.05);
- interest of others to exercise (2nd year – 1,8-2,6 points, 4th year – 2,7-3,0 points, p <0,05);
- Relations with the teacher of physical education (2nd year – 2,7-2,6 points, 4th year – 3,1-3,2 points, p <0,05);
- interest in the explanation of the teacher at class (2nd year – 2.7-2.6 points, 4th year – 3.2-3.1 points, p <0.05);
- enjoyment of physical education (2nd year – 2.7-2.5 points, 4th year – 3.1-2.8 points).

Female students value the importance of physical education classes to gain knowledge during independent physical exercises and have no motivation for additional classes in sports sections.

The different attitudes to the exercises offered by the teacher at the lessons prompted us to find out which exercises most liked the girls and what sports they would like to do.

Interest in different types of physical exercises in girls of different courses and forms of education is not the same. In the 2nd year, the rating is led by exercises, directed at endurance (23.3%), followed by flexibility exercises (20%), speed and strength exercises (16.7%); strength exercises for coordination gained 10% of supporters, the last place is occupied by speed exercises (1 student). This testifies to the negative attitude of the second-year students to 100 m running, which is mandatory in the physical education control standards.

The rest of the exercises are distributed in a proportionate manner that can be used in the planning of physical activity in physical education classes.

There are no compulsory physical education classes for 4th year students, so they have indicated adherence to individual exercises using previous experience. On 1st place there are flexibility exercises (26.7%), then coordination exercises (23.3%), strength and balance exercises

gained 13.3%, endurance – 10%, speed and speed-strength – 16, 7%. This suggests that girls prefer fitness classes, where they use exercises for coordination, stretching, balance, and strength.

Most part-time students have experience in physical exercises in physical education classes at school and have put speed and endurance exercises in the last place. This is a 100m, 1500m cross country run. They like exercises that are performed at a moderate pace for coordination, flexibility, balance, and strength. They choose sports where these qualities can be developed.

The expression of interest in sports is related to the students' answers to the questions about the sports they practice.

The students of the 2nd year of the hospital named 15 sports they like, although only eight are involved. Girls are interested in bodybuilding, aerobics, aquafitness, handball, weightlifting, various types of wrestling, but there are no sectional classes in these sports in the institutions of higher education.

This data can be used to engage students in sports after school hours.

On the 2nd year the interest in athletics, boxing, football, volleyball, which are engaged in by students during the extra-curricular time, is confirmed.

But the most popular sports are: aerobics (26.6%), fitness (20%), swimming (10%), badminton (6.7%), which are of interest to students and which they can do systematically.

This tendency is also observed in the correspondence department. Most girls are interested in the following sports: aerobics (8 people), fitness (11 people), aquafitness (7 people). 10 girls would like to play more time than they do, 7 would like basketball.

Thus, the relationship between the students' interest in the orientation of the exercises (coordination, flexibility, balance, endurance, strength) and the sports they like (fitness, aerobics, aquafitness, bodybuilding) is confirmed, which allows organizing groups for the required sports and involve students in the hospital and correspondence depart-

ment in systematic physical exercises in their free time.

These classes are part of the non-specific physical education, which contributes not only to improve physical training but also to master the motor skills and skills in various sports, which is necessary for the professional and applied physical training of future elementary teachers.

Students' motivational priorities for studying. Motivation to study at higher educational institutions

Finding out the motives of teaching female students at a pedagogical university at the Faculty of Elementary Education make it possible to identify the reasons that affect the success of their education.

A significant difference was found between the indicators of expression of the motive of mastering knowledge in students of 2nd and 4thcourses of the day–time department. On the 4th year this motive is more pronounced and makes 77,8%, while on the 2nd course – 66,6%. In the 4th course the most pronounced motive for mastering the profession – 87%, in the second year – only 66%. The motivation for obtaining a diploma is high for all students (76-77%), but in the second year of the full–time department this motive is a priority and its indicators are higher than the motive for mastering the profession and acquiring knowledge by 10%.

Therefore, the lowest motivation to study is the second year of full–time students.

The highest motivation of the 4th year students is obviously due to the completion of the undergraduate studies and the understanding of the approach of professional activity with the students of the lower grades.

The motivation to study part-time students is lower than that of the 4th year students of the full–time form. The diploma motives (76–77%) prevail on the second and fourth years. The students of the 4th year of the correspondence department have the lowest level of motivation for mastering the profession – 61%, which requires a deeper study of the

reasons for such attitude to future professional activity.

To do this, we analyzed the answers to individual test questions. Most female students agree that the best atmosphere in the classroom is the atmosphere of free communication with the teacher (88%). The number of girls who are very strained to study (from 23% to 43%) increases in the second to the fourth year at the daytime department, while in the correspondence department the reverse processes are noted. The 2nd year showed 33% to this, in the 4th year – only 17%.

Self–studying the subjects required for the future profession is done by 53% on the 2nd year, 60% on the 4th year of full–time department, and 73% and 60% in the part–time form of education respectively. It means that about 40% of female students do not complete the self-study tasks in modern curricula (2/3 of full–time department).

Not all students are convinced that the courses they study are necessary to master the profession – only 8% of day–time students and 22% of part–time students. Female students note that it is difficult for them to force themselves to study subjects that are not directly related to their future profession – 47% of day–time students and 52% of part–time students.

Noteworthy is the fact that not all students have deliberately chosen the profession of primary school teachers. Some female students point out that their knowledge was not sufficient to make this educational institution – 27% of 2nd year day–time students, and 17% of part–time students.

Part-time undergraduate students have doubts about choosing the right profession, which may be since they start working in elementary school. The fact that under other circumstances they would have entered another higher educational institution – 13% on the 2nd year, 37% on the 4th year. The hobbies are related to the future profession are reported by 73% of 2nd year students and 83% by the 4th year of day–time students, 67% of the 2nd year and 47% of the 4th year of part–time students. 60% of the 2nd year students and 90% of the 4th year day–time students, 67% of the 2nd year students and 53% of the 4th year part–time students were

interested in the future profession.

The dissatisfaction with the chosen profession is obviously due to the low salary of elementary school teachers. Thus, 40% of the 2nd and 70% of the 4th year day–time students believe that a high salary at the end of the higher educational institution is not the main thing, in the part–time department data are the following – 53% of the of the 2nd year and 37% 4th year students. The decline in motivation to study for part-time students in the IV year is caused by uncertainty in the choice of the profession of a primary school teacher, which is associated with the complexity of work, low salaries. This leads to a decrease in interest in the study of fundamental disciplines of the curriculum and the independent study of profile subjects, which is the basis of correspondence.

The motivation for success. The technique of determining the motivation for success complements the idea of the motives of the students' activity and education at the Faculty of Primary Education. According to the methodology, we determine the levels of motivation: "low", "medium" and "high". The analysis of the results shows that the level of motivation for success is low for almost female students of the second year of the day–time (40%) and only 6.7% of girls of the part–time department.

The correspondence dynamics is observed among the students of the part–time form of study, "low" level of motivation demonstrate 13.3% of the second year students, and 26.7 % of the fourth year. Thus, the results obtained in researching the motivation are confirmed – the motivation of activity increases among full–time students up to 4th year, and of the students of part–time department decreases.

This technique for determining the motivation for success consists of 41 questions that need a positive or negative answer, which makes it possible to analyze each answer.

27 –60% of female students gave 27 positive answers in the 2nd and 4th year of the full–time department. The most positive answers were in the second year of the part–time department - 65%, and the least of the

4th year - 55%.

The problematic questions for the students were those that reflect their desire to succeed. So, 13% of the students of the 2nd year of the full–time, 40% - the 4th year and 30% of the part–time department answered positively that they give themselves completely when they work. 47% of girls in the 2nd year and 57% - 4th year of full–time department, 50% - 2nd year and 30% - 4th year of part–time department lose their balance with inactivity for 2 days. This is confirmed by the answers to the 28th question. Inactivity worries from 40% to 60% of the 2nd year students of the part–time department.

Female students do not exaggerate their business qualities in response to 15th question – 43% of female students of the 2nd year of day–time department consider themselves a business person, in the 4th year and on the part–time form of study 50-53% agree with this. However, only 27-30% of full–time girls and 40-43% of part-time students indicate that they are more likely to perform responsible work than others.

The fact that learning and work are not very pleasant is evidenced by the answers to 25th question. The joy of going to classes or work after vacations or holidays is evidenced by 50% of 2nd year and 43% of the 4th year students of full–time, 47% of the 2nd year and 30% of the 4th year of part–time department.

Conviction stimulates the activity of less than half of the female students (question 14), 43% of the 2nd year students answered positively, 47% of the 4th year students of full–time, and the least stimulus is among girls in the part–time department – 40-37%. This means that for most girls, the incentive is praise.

In our opinion, doubtful are the statements that require a positive assessment of numbers 4 and 22. In the event of a problem situation, the decision is made by the last 13% to 37% female students.

Only 17% of sophomore students positively said that there was little more important things in life than money. This is evidence that spiritual values still prevail in them. By 4th year this understanding is changing and already 53% of students put money in the first place.

Analyzing the answers that require a positive assessment of the

submitted statements, we trace the inertia of the students, especially of the 4th year of correspondence department, self-doubt, and weak interest in the results of their activity.

Complementing the assessment of motivation for success is the analysis of responses that require objection. 14 statements of 33% of students in the 2nd – 4th years of full–time department and 30% and 44% of the 2nd – 4th years of part–time department were evaluated negatively.

Most objections were received to the 13th statement that a student is attracted to other work – from 63% in the full–time to 57% in the part–time department. The statements of 31 students deny that their friends consider them to be lazy 53-50% respectively in the second and fourth year of the full-time department, and 33-67% respectively in the correspondence department.

Only 73% of the 2nd year students and 40% of the 4th year of the full–time students pay attention to their achievements and 33% of the 2nd year students and 54% - of the 4th year students of the part–time department.

60 to 67% of female students will not be jealous of people who are not loaded with work.

Analyzing the statements that require negative answers, we can distinguish limiting factors of expression of motivation for success in the student's activity. These include:

- the uneven activity of female students in different weeks and months of the year;
- lack of inspiration when doing work;
- lack of a plan of activity and a visible result;
- lack of consistency in activity;
- failure to finish cases;
- lack of healthy ambition;
- lack of initiative when completing the task.

Such answers may be caused by lack of interest in training and future professional activity, low student mobility and social activity.

Characteristics of a physically cultured person

The physical culture of the personality consists of specific qualitative characteristics, which impart the ideal. To find out the values that represent the physical culture of a person in the imagination of female students, we asked a questionnaire "Who do you consider to be a physically cultured person?".

The second-year students of both forms of study put "sports" on the 1st place and the fourth year students put keeping a healthy lifestyle. This is probably due to the acquisition of a certain amount of knowledge in the process of physical education and the study of the subject "Health and Physical Education".

The second-year students also consider maintaining HLS (2nd place), achieving harmony of physical and moral development (3 – 4), a high level of physical health (3 – 4), mastering the skills of different sports as priority qualities that characterize a physically cultured person (5). Regular self-training wae determined by students of the 2nd year of day-time department on the 6th place and part–time department on the 7-9th place.

The 4th year full-time students determine the quality rating differently from the part-time students: in the 2nd place – "high level of health", in 3rd – "sports", in 4th – "achieving harmony of physical and moral development», in the 5th – «regularity of individual physical exercises». The students of the 4th year of the part–time department set the priorities in the same way, but slightly in the other hierarchy, however, the regular training is only in the 6th place.

Most students appreciate the following personality features: sociability and communicability (the 1st place), intelligence and a wide range of interests, and the ability to behave in society (2 – 3), which is related to gender and is equally important for female students of the 2nd and 4th years. The rest of the character features they value in people, students of 2nd and 4th years were ranked differently: the 2nd year of the day–time department "patience and ability to change their point of view" in the

4th places, "beautiful appearance" in the 5th place, "optimism and prudence» in the 6th place. The 4th year students become more rigid and demanding: in the 4th place "beautiful appearance", in 5th place – "ability to achieve the goal in any way", in the 6th place – "physical strength".

The students of the second year of the part–time department appreciate the most beautiful appearance (the 2nd place), physical strength (the 5th place), good clothes (the 6th place), ability to achieve the goal in any way (the 7th place).

Students of the 4th year of part–time department evaluate such qualities as "the ability to achieve the goal in any way" and "physical strength" also have 5 – 6 places of rating.

Apparently, by highlighting the priority qualities that they value most in people, female students were referring to representatives of the opposite sex, giving their masculine qualities of physical strength and uncompromising character traits.

Features of student empathy

Empathy is a conscious kindness for another person's current emotional state. Developed empathy is a professional quality teacher whose activities are directly related to children. Empathy is needed to increase productivity, to develop communication skills. Empathy is a person's emotional responsiveness to another person's experience. In addition to emotional, emit aesthetic empathy – the perception of the artistic image that causes aesthetic response [181].

Methodology of I. M. Yusupova allows you to determine the level of multi-communicative empathy for parents, animals, the elderly, children, heroes of works of art, acquaintances, and strangers. There are 36 statements in the questionnaire, each of which should be evaluated by the respondent to agree or disagree. You can use one of six answers that are rated at 0 to 5.

Studies with elementary school students indicate that they show the most empathy for their parents. The second year students show the

empathy score of 10.5 ± 0.41 b. In the students of the second year of the part–time department, this score is slightly lower of 10.4 ± 0, 42 b.

Empathy for animals is highest among the students of the second year of the hospital – 8.2 ± 0.35 b., much higher than in other years of study (6.1-6.5 b., $p<0.05$). "Attitude for older people" is 7.6-7.8 b. of day–time students – 6.9-6.0 b. The 4th year of studying show the lowest score (6.0 ± 0.69), which is significantly lower than in the hospital ($p <0.05$). Fewer female students show empathy for the actress of fiction, although reading fiction is one of their priority leisure activities. Full-time students' empathy score is 6.3 ± 0.42 in the 2nd year and 6.9 ± 0.50 in the 4th year. Part–time students are given reading in their spare time of 2–3 places and part–time department in the 5th place, which is probably influenced by the attitude towards the heroes of books.

They spend less time reading fiction and less reflect on the fates and characters of the heroes of books, which determines the lowest empathy score – 5.8 – 5.9 from all scales.

The sufficiently high communication skills of the students are indicated by the empathy score for strangers. Female students, he is in the range of 7.7 - 8.0. The part-time students of the second-year study demonstrated 7.7 ± 0.5, and the 4th year reduced to 6.7 ± 0.47.

For the teacher's professional activity in elementary school, it is essential to deal with children. Average empathy for children range scores from 7.7 to 8.8. The highest score of students of the second year of the full–time department – 8,8. ± 0.37, the lowest score is of 4th year students of the full–time department – 7.7 ± 0.41, a decrease at the level of $p<0.05$. The empathy score for children of 4th year students is lower than the empathy score for parents, elderly people, and even the unfamiliar people (8.0 ± 0.45.). Somewhat higher points is of empathy for children among the students of the part–time department (8.2 and 8.1.).

Note that the author of the technique provides a very wide range for determining the average level of empathy from 5 points to 13 leaving only 14 points for the high level. In this regard, most of the responses are within the average level of 83-86%, which indicates the weak sensitivity

of the rating system. According to this method, only 4 girls (13.4%) have a high and very high level of empathy in the 2nd year of full–time department, 1 girl of the 4th year, and 2 girls of the part–time department.

Only one student of the 2nd year has a low level of empathy for children, in the 4th year – 4 students (13.4%), one of which has a very low level. In the part–time department, 2 second-year students have low and very low level of empathy, and 3 female students of the 4th year have a low level. Therefore, this technique helps to determine which profession should not be chosen by school graduates. In the process of teaching female students in pedagogical higher educational institution, it is necessary to identify the level of their empathy for children, to adjust the attitude towards them, to avoid the cruelty and cruelty in the attitudes among students, which, unfortunately, is observed.

The estimation of the general level of polycommunicative empathy indicates a decrease in the average score (45.7–40.6) Comparing part–time to the day–time students (49.1–48.3) at $p<0.05$. According to this assessment, 13.3% (II year) and 6.7% (IV course) of people with high levels of empathy study at the day–time, while 6.7% of 2nd year and 3.3% in 4th year study.

A person with a high level of empathy, according to psychologists, has a high sensitivity to the needs and problems of others, generous, inclined to forgive a lot, emotionally sensitive, sociable, quickly establishes contacts and finds common ground. Children feel such a person and trust her. People appreciate such a person for kindness, she tries to avoid conflicts and find compromise solutions, is stable to criticism, she trusts more feelings and intuition than analytical conclusions, wants to work with people, she constantly needs social approval of its actions. But she may not always be neat in a job that requires precision, she can easily loose her balance.

Most female students have average or normal levels of empathy. According to psychologists, the normal level of empathy is inherent in the vast majority of people. Those around cannot call such a person "Thick-skinned", but she is not particularly sensitive. In interpersonal

relationships, she is more concerned with the actions of another person than with his or her impressions. It keeps emotional manifestations under self-control. In communication, attentive, trying to understand more than what was said in words, but with unnecessary feelings, the interlocutor loses patience. He prefers not to express his opinion without being sure that it will be accepted. When reading fiction and watching movies, she follows the action more than the experiences of the characters. It can not predict the development of relationships between people, so it happens that their actions are unexpected for her.

A low level of empathy was noted in 15 people, 2 of them enrolled in the 2nd year of inpatient care, 4 – in the second part–time department and most of them in the 4th year of the part-time department.

Chapter 3.

ORGANIZATIONAL AND METHODICAL CONDITIONS OF MOTIVATION FORMATION OF THE STUDENTS OF PHYSICAL EDUCATION AND SPORT INSTITUTIONS TO PROFESSIONAL AND APPLIED PHYSICAL TRAINING*

Motivation factors determining the students 'orientation of student education and professional implementation activities in the field of physical education and sports

The problem of improving the training of specialists in the field of physical education and sports is becoming more urgent every year. Recently, several resolutions were adopted concerning the reform of the physical education system for schoolchildren and student youth (11.2008, 10.2009, etc.), the Law of Ukraine "About Physical Culture and Sport" (11.2009), which provides for improving the quality of training of physical education teachers and physical education teachers.

Currently, the education system is looking for ways to improve the effectiveness of the educational process to maximize the closeness of graduates of higher educational institutions to the model of professional training.

* The materials of H. Gonchar are used

In Ukraine, more than 100 HEIs train in this field and their licensed volume exceeds the industry's need by 10–15 times. Specialty "Physical education" is entered by graduates of schools who do not have experience in sports activities, and their exercise is limited to physical education lessons.

The physical education system is associated not only with the acquisition of knowledge, but also with the acquisition of motor skills and skills that require appropriate physical training, and with the ability to pass on their experience to students. In this connection, there is a problem with their professionally applied physical training during the training in HEI.

In native and foreign literature, there is a significant amount of scientific work on the influence of motivation on the success of development and performance specific professional activity. The main areas of research relate to the motives for choosing a profession, the motives for joining the HEI, the motives for studying at the HEI, the motives for work.

In the work of M. A. Isachenko it is determined that there is a correlation between the quality of theoretical training of students of physical education and their motivation to study. The main motive for students is to receive a diploma –72.8% and only a small number recognize the motive for gaining knowledge and mastering the profession.

A. Pidlisnii identified the relationship between the results in motor tests that require the manifestation of different types of endurance, and the motivational factor (the need to achieve), which opens the opportunity through the formation of motivation to achieve the goal of engaging students in systematic exercise.

The researchers say that the leading factor in the formation of students' motivation for systematically organized and independent classes is the organizational and methodological conditions of the educational process.

The analysis of literary sources shows that the problem of the formation of motivation for the development of the profession in the field of physical culture and sports is insufficiently studied and relevant in the light of modern requirements.

The problems of improving the training of specialists in the field of physical culture and sports

Currently, the education system is intensively searching for ways to improve the effectiveness of the educational process to maximize the approximation of systems of training graduates of higher education to the model of a professional [2; 126].

The analysis of the problem of professional training of specialists in the field of physical culture and sports shows that in scientific researches it is considered from performing a specific professional activity, mastering a set of knowledge in the educational field "Physical Education, Sport, and Human Health", the development of emotional and value relations, moral norms and the ability to transfer this knowledge and values of physical culture to students [64; 66; 120 Hours; 128].

The peculiarity of physical education is that the student must not only acquire knowledge but also master the moving skills that require appropriate physical fitness, as well as the ability to pass on their moving experience to school learners.

Thus, physical education as a special kind of socio-cultural activity functions at the "crossroads" of the sphere of knowledge, in which the logic of objective reality and the activity of teaching as a specific sphere of human activity, that is, the logic of values, adequate to both the natural world and the world of culture and civilization, is reproduced [69].

According to the authors' interpretation, real education should provide the student with a synthesis of knowledge and evaluation, that is, integrate epistemological and axiological components. The social meaning of educational activity is to provide two basic processes, it is to transfer the learning of social experience accumulated by mankind and to transform the surrounding reality. The process of social experience transfer is realized through specially organized pedagogical activity [108].

The problems of training in the field of physical culture and sports are constantly in the field of view of specialists in both Russia and Ukraine.

Analyzing the current state of higher education in Russia, A. M. Tikhonov, A. V. Bazhenov point to the complete absence of a relationship between professional education, research work, and practical activity. This fact exacerbates the inconsistency of the content of education and educational technologies with the modern requirements and tasks of ensuring the competitiveness of Russian education in the world market of educational services, which negatively affects the readiness of the Russian education system to integrate into the world educational space [151; 157]. Ukrainian scientists also come to this conclusion. Although Ukraine has joined the Bologna Convention, the modernization of the national higher education system has only some common features with the Bologna process, and in most areas, it does not respond to it [139].

The restructuring of the national education system, including physical education, in the areas indicated by the Bologna Declaration, requires the priority areas for its improvement.

The analysis of scientific publications on the optimization of the educational process of training specialists in the field of physical culture and sports shows their diversity.

In the educational sphere of "physical education, sports, and human health" in Ukraine, training is carried out in three directions: "physical education", "sports" and "human health", which in turn at the level of the Master are divided into several specialties. Each of these specialties (physical education teacher, sports coach, physical rehabilitation teacher, etc.) also has its specific characteristics.

The research of Yu. V. Kovalenko [69] testifies to the unwillingness of high school graduates of physical education to manage the process of physical education of preschool children. The author identifies the conditions for improving the effectiveness of professional training of students who master this specialty:

- the formation of students' professional readiness for physical education of children of preschool age, the essence of which is the unity of motivational (formation of interest and need for the future profes-

sion, for a healthy lifestyle); cognitive-activity (professional knowledge, skills), personal (professionally significant personality qualities), health-preserving (level of physical health, level of functional readiness) components, taking into account their interaction;

- integration of knowledge of the general basics of physical education and features psychophysical development of preschool children;

- the realization of specific principles of priority of personality of future specialist, continuity and multilevel of education, the necessity of intensification of the educational process, taking into account specificity of future profession.

In general, a large number of works are devoted to the training of specialists in the field of physical culture and sports. Some of them are devoted to the substantiation of the content of educational disciplines [8; 70].

Attention was paid to module-rating training [30; 64; 67]; rating control in the learning process [139]; introduction of ECTS (European Credit Transfer System) assessment into the physical education system; psychological and pedagogical foundations of vocational training [100; 150 Hours; 153].

In scientific literature, special attention is paid to the personal approach, which provides understanding, cognition, development, and self-realization of the personality of the future specialist in his integrity and harmony. This is possible under the condition of the personal-directed transformation of forms and methods of educational work in higher educational establishments.

Personally-oriented training of future specialists in physical culture and sports is realized in the activity, which has external attributes of community, and its internal content implies cooperation, self-development of subjects of the educational process, identification of their functions.

According to E. M. Gubina, the main procedural characteristic of personality-oriented education is the educational situation, which actualizes and makes the personal functions of students demanded.

V. V. Serikov [143] and E. A. Kryukov propose the use of multilevel personality-oriented tasks; assimilation of content in the context of a dialogue of a special didactic-communicative environment, which provides subject-semantic communication, reflection, self-realization of the personality: imitation of social-role and space-time conditions, which require students to display personal functions in conditions of internal conflict, competition ("Technology of imitation games").

Developing the theory of personality-oriented learning, V. V. Lobachov draws attention to the competence approach, distinguishing three groups of vocational and pedagogical competences: competencies that refer to oneself as a person, as a subject of life; competencies related to human interaction with others; competencies related to human activity, which manifest themselves in all its types and forms [57]. To implement the competency approach, V. V. Lobachev proposes innovative pedagogical technology, calling it "quasi-professional teaching technology". The essence of this technology lies in the fact that the basic sports disciplines introduced elements of the theory and methods of physical culture in school.

The basis of quasi-professional technology is based on psychological and pedagogical principles:

1. Simulation modeling of conditions of professional activity.

2. The principle of the common activity of students.

3. The principle of dialogical communication as a necessary condition for solving educational problems, preparing and making agreed decisions, etc.

4. Problem principle.

5. The principle of two-tier game learning activities, according to which the activity of a professional nature, performed by students in quasi-professional activity, is both business and game character.

Continuing on the topic of competencies, we cite the data of A. M. Tikhonov, who writes that today teacher does not meet the requirements of modern education with the lowest level of subjective control and inability to solve problems, which is one of the key competencies [157].

The same goes for other key competencies – communicative and psychological health. The author has chosen Communication indicators competence as ways to resolve conflicts and the ability to give verbal instruction in oral and written form. As a result of the research, the author concludes that the majority of teachers cannot refuse authoritarian school, more than 60% were unable to reach subject-subject relations with students. In practice, there are problems with the application of the principles of democratization, humanization and a proactive approach [15, 14, 157].

In the work of E. V. Samoilova attention is paid to the expediency of reorientation of the accents of the educational process in HEI on the assessment of knowledge of didactic units of the State Educational Standard to understanding the competence of a specialist with higher education, competitive in the labor market and demand by the employer.

The author specifies the problem of goal setting of the professional success of the future specialist in the field of physical education with the identification of the main reasons:

- lack of information about the algorithm of setting professional goals;
- lack of methodological support for setting professional goals;
- lack of technological knowledge, skills and setting professional goals;
- lack of traditions of setting professional goals in a professional society.

The reasons listed above for lack of projected professional success lead to an intuitive approach to formulating professional goals, an ineffective professional development plan, and sometimes it cannot be professionally self-fulfilling.

In the course of the experimental study, the main functions of the interdependent classroom and extra-auditory activity were tested: motivating (students' satisfaction with their achievements); integrating (connection of general and special cross-curricular knowledge); accumulative (development social experience of humanity, enrichment of

additional knowledge and communication skills); compensatory (overcoming the shortcomings of specialized education and personal development); practical (development of different ways of activity); developing (improvement of personal and professionally significant qualities, development of the experience of independent designing of own life activity).

Speaking about the content of professional training of students, A. M. Kulikova defines the technology of teaching, which is considered as a project of pedagogical management of educational activities, which ensures the functioning of the pedagogical system following the set goals of education and development of students.

The author's researches are devoted to the design of the content of continuous pedagogical practice, on which the professional training of future specialists depends. Contents of continuous pedagogical practice are presented as a social experience that is acquired by a specific personality. Refracting through the inner world of the individual, the developed social experience becomes subjective, having the following structure:

1) knowledge of personality (the cognitive component);

2) skills (operational component);

3) experience of creative activity (creative component);

4) personal meanings, value relationships (motivational-orientation component).

In pedagogical practice, according to the author, mainly cognitive and operational components are presented, and to a lesser extent, there are creative and motivational-orientation components. This requires the improvement of pedagogical technologies in terms of personally-oriented learning, with the emphasis on the motivational-orientation and creative component of students' professional training.

Improvement of personally oriented learning of A. M. Tikhonov [151] proposes, through integration, ordering of cross-curricular links of psycho-pedagogical, general and other blocks of disciplines of educational standard.

Knowledge of the theoretical foundations of innovative technologies, but taking part in practical training in special disciplines on the technology of traditional training, graduates of HEI can not apply them in practical activity. Therefore, the author suggests that teachers of special subjects integrate the knowledge of general professional disciplines into teaching their courses. Given the innovative nature of modern education, it is necessary to create an innovative environment in all courses of disciplines [151].

In the study of students' professional skills formation based on personality-oriented technology of education, A. A. Zinnatnurova (2008) draws attention to the concept of "professional orientation", which is defined as a system of active relationships of the individual to the chosen activity. This system is characterized by interest, life settings related to the profession of teacher, interest in the psychological and pedagogical sciences, independence and activity, successful activity, satisfaction with it.

The author identified three levels of professional orientation: a high level is determined by the optimal combination of self-pedagogical subject orientation; the average level is characterized by the predominance of subject orientation; low level - the presence of subject orientation and lack of pedagogical.

The high level is characterized by the student's need for self-affirmation, the ability to have an appropriate level of self-esteem, etc., contributes to the formation of both self-pedagogical and subject orientation. The formation of self-pedagogical orientation is influenced by the predominance of the need for recognition, the need to take their place in the social environment. Overcoming the need to achieve the goal, a high level of claims contributes to the formation of objective orientation.

Studying problems of vocational training of students of physical education specialties testify to the overwhelming lag of them not so much in subject preparation but the professional orientation of the individual to the development of the future profession. At the heart of the formation of the professional orientation of the individual is the need-mo-

tivational sphere, related to the interest in the chosen profession, vital values, independence, activity, commitment to the goal, self-actualization. These problems lie in the field of personality-oriented learning, which many authors point to, however, studies in this area that reveal the structure of the need-motivational sphere of a student who develops the profession of the teacher of physical education is not enough.

The features and structure of professional activity of physical education teacher

Pedagogical activity is considered as a professional activity of the teacher, in which through various means of influence on students the tasks of teaching and education are realized. In general, pedagogical activity is represented as a special, multifaceted activity related to education and upbringing [28; 137], which is determined by the level of special psychological and pedagogical knowledge and skills, professionally significant personal qualities, abilities, psychophysiological abilities of the teacher.

There are different approaches to studying the structure and individual components of pedagogical activity: some researchers consider the functions of the teacher [6; 150], others [7; 9] – motivational factors such as needs, goals, motives, incentives, setting.

The structure of pedagogical activity in the works of scientists is somewhat different in its components. Thus, V. M. Teslyuk identifies five main activities: pedagogical, scientific, qualification, public and not regulated.

M. Rozenova identifies seven types of pedagogical activity: educational, upbringing, organizational, propaganda, management, consultative and self-educational [137].

Other authors distinguish four types of pedagogical activity at school: planning, organization, pedagogical activity and control [35].

Exploring the structure of the teacher's activity, V. V. Nebesna concluded that all kinds of activity form three main components: organi-

zational (A), communication (B), scientific and creative (C). However, all of these components are ambiguously represented in the structure of one personality. Different variations of the components, some of which are leading and the other background, make the difference in the model of the teacher, which differ in their professional inclinations.

1. Organizational inclination can be represented by a model of type (A<-> B <-> C), which corresponds to the structure of activity of the Master of mass health work.

2. Communicative inclination has two models: (B <-> A <-> C) – more typical for the master of educational work and (B <-> C <-> A), which reflects the ratio of psychological components of the teacher's personality – Masters of educational work.

3. The scientific and creative inclination is also represented by two models: (C<-> B <-> A), which corresponds to the structure of the HEI trainer, and (C <-> A <-> B), the more pronounced personality of the teacher-master of research and methodological work.

According to the authors' research, the ratio of psychological components in the structure of the teacher's personality is as follows:

1) organizational component (A) - 43,4%;

2) communicative (B) - 40%;

3) scientific and creative (C) - 16,6%.

This approach is quite variational, which makes it possible to evaluate and identify a creative approach in the preparation of a specialist in physical education.

Focusing on the educational standard, there are basic requirements that are considered model characteristics of mastering knowledge, skills, and skills for use in professional activities. However, the literature has broadly discussed the transition from a qualification model to a competency, i.e. professional-oriented one. The authors substantiate the need for such a transition by contradictions of the vocational training system, which are manifested in the following:

- growing demands on the level of the professional activity of the teacher and the mismatch of his actual status;

- between the approved new type of professional activity of the teacher with the predominance of the creative orientation of pedagogical thinking and the formed model of vocational education, oriented on knowledge, skills, and skills;
- between the need to respond promptly to the changing personal and individual creative potential of the subjects of the educational process and the discrete-local nature of the existing system of teacher training;
- between the social contract for a highly competent specialist and the inertia of teachers, in most cases, in upgrading their skills following the modern requirements for vocational training [57].

Developing a theory of competence approach, L. M. Kulikova [93] identifies creative types of the professional activity of the teacher:

- prognostic, which consists in predicting and forecasting the results of pedagogical activity and modeling the pedagogical process;
- designing and constructive – designing and planning of the pedagogical process;
- organizational – organization of pedagogical actions of teachers and students;
- communicative – is to build interpersonal interaction and relationships that allow you to effectively organize the pedagogical process;
- reflexive, which allows analyzing the results of his pedagogical activity.

Forming the model of a specialist in physical culture and sports, T. V. Fendel and S. A. Gorbunov [161] include the following competencies:

- key competencies (information, communication, social and legal, the competence of activity and self-improvement);
- general professional competences (competence in monitoring the achievements and problems of students, in the design of the

educational process, organization, interaction with its participants, competence in professional self-education);
- Special competences (academic and practical).

Without rejecting the competency approach in vocational education, E. L. Mozhayev draws attention to the personality of the teacher as the main central figure of the pedagogical process. Characteristic features of the structure of the personality of the specialist are socially important qualities of the teacher, social norms of the profession, values, attitudes, professional ability to learn and professional self-development, social traits of professional growth and professional activity.

Many researchers draw attention to the personality of the teacher [137; 139]. The main psychological requirement for the personality of the teacher is love for children. The second basic requirement is the presence of special knowledge in the field in which he teaches children, as well as the knowledge of psychological and pedagogical nature (patterns of age-related development of the body and personality of the child, possession of various pedagogical techniques, etc.). E. L. Mozhayev shows that at the forefront of the personal model of pedagogical activity in the field of physical culture and sports are such qualities as optimal sociability, the desire to succeed in business, volitional qualities (courage, perseverance), a high level of aspirations, the choice of more difficult and honorable goals – actions on the verge of risk, pre-thinking, careful planning.

The complement of characteristics of the teacher's personality is (M. Rozenov): pedagogical erudition, pedagogical purpose, pedagogical thinking, pedagogical intuition, pedagogical improvisation, pedagogical tact, pedagogical empathy and pedagogical creativity [137].

Several authors [173; 178; 179; 180] in the structure of the personality of the teacher distinguish also such as hard work as organizational skills, the desire for continuous self-improvement, culture of behavior and appearance, ability to predict, managerial qualities, communication, language skills, intelligence, business skills, social interests, social maturity, and activity.

Interesting data are provided in the study of T. A. Dichek about the characteristics of teachers and coaches on the part of students. For students, the most important qualities of teachers are the emotional component of personality, which is expressed in the need for informal, warm relationships, attention, support, recognition of the student as an individual. The professional competence of the teacher is also important for students.

In the studies of E. A. Klimov lists five schemes of professional activity: "Man - Nature", "Man - Technology", "Man - Sign", "Man - Image", "Man - Man". The teaching profession belongs to the latter category and includes the manifestation of such universal values as the need for communication; the opportunity to put yourself in the place of another; stable, well-being in the process of working with other people; ability to store information about other people's personal qualities; quick understanding of other people's intentions and thoughts.

In the analysis of professional suitability, the list of contraindications regulated by professional requirements is essential. Contraindications to work for this group of professions "Man - Man" are: defects of language, lack of expression; seclusion; severe physical disabilities; indifference to the fate of others; no signs of selfless attitude towards the people you are communicating with.

In the research of Yu. O. Kovalenko structural components of future specialists' readiness for physical education of preschool children are: motivational (formation of interest and needs for future professional activity, for a healthy lifestyle); cognitive activity (professional knowledge, skills, and skills); personal component (professionally significant personality qualities); health-preserving (physical health status, level of functional readiness of the organism) [69; 70].

Analyzing the data of scientific literature, you can agree with the opinion of E. L. Mozhaeva, that the system-forming element of the teacher's potential is the motivational-need core of the personality. All activities that are performed by a person are the result of meeting his needs. On the one hand, they play a decisive role in the productive pro-

fessional activity of man, and on the other hand – they are formed in the process of this activity.

Generally, the structure of the personal potential of the teacher of physical culture includes spirituality, educational potential, motor readiness, creative activity, intellectual potential, pedagogical abilities, general and professional culture.

Spirituality is seen as a person's focus on ideal values. Spiritual education is an integral part of the professional training of a specialist, his professional and social formation because the spiritual life of a person is directly related to intellectual, emotional and moral activity.

Thus, we conclude that the organization of the educational process in the training of specialists in physical education and sports can not be guided only by the educational and qualification characteristics of the graduate: it is necessary to develop humanistic approaches that would unlock the potential personality, enhancing its competence, willingness to show creativity, which will go beyond regulatory activity.

Motivation as the basis of human activity

Activity is regarded as the active interaction of man with the environment so that he achieves a deliberate goal, which arose as a result of the emergence of a certain need [4].

The activity includes the purpose, the means, the result and the very process of activity, which is inherent in the conscious human form of active attitude to the outside world. "The basis of activity is a deliberately formed goal, which lies beyond activity, but in the sphere of human motives, ideals, values."

Human activity can also be directed to the formation of the individual as a part of the world, which is considered as physical culture [83].

At the heart of any human activity are needs, motives, interests, goals, that is, a set of factors that the authors characterize by the concept "Motivation".

In psychology, the term "motivation" is used in two meanings:

- as a system of factors that determine human behavior (goals, interests, needs, intentions);
- as a characteristic of a process that supports behavioral activity [118].

For the first time, the word "motivation" was used by the German philosopher A. Schopenhauer in the article "The Four Principles of Reasonable Reason". It was then widely used to explain the causes of human behavior [124].

Currently, there are more than a dozen theories of motivation, which scientists divide into two categories [136] - meaningful and procedural. The content theories are based on the identification and study of the internal drivers (needs, motives) that underlie the behavior of people, their professional activities (Tugan-Bagarovsky's needs theory, Maslow's hierarchy of needs, needs theory Mackeland, two-factor theory of Herzberg). The procedural theories reveal the regularities of organizing holistic motivated behavior, taking into account the interaction of motives with other processes - perception, cognition, communication (Vruma's theory of hope, Porter and Lawler's complex procedural theory, etc.). Among the Russian psychologists of the early twentieth century, who studied the motivation of human behavior, stand out the works of A. F. Mazurskii, N. N. Lange, L. S. Vygodskii, D. M. Uznadze and others who conducted studies aimed at the study of cognitive processes [27].

In the 1960 the theory of the active origin of the human motivational sphere of A. N. Leontiev appeared quite substantiated, from the point of view of scientists, [27].

According to the concept of A. N. Leontiev, all the psychological features of man, including the motivational sphere, have their origins in practical activity, where the properties of personality are formed. Moreover, there are relations of isomorphism (mutual correspondence) between the structure of activity and the construction of the human motivational sphere.

The author of the concept indicates that the behavior of a person is in general his needs; the system of activity of which it consists - a variety of motives; many actions that shape an activity are a set of goals. As a result, the basis of changes that occur with the motivational sphere of the individual, is a system of activity, the dynamics of which causes changes in the motivational sphere of a person, the acquisition of new needs, motives, goals.

Proponents of meaningful theories of motivation continue to lean toward the concept of a "hierarchy of motives" by A. Maslow, who suggests that the motives are the needs that make up the pyramid. Accordingly, all the needs of the individual are divided into five main groups: physiological needs; self-preservation needs; the need for respect; the need for self-actualization [107]. The location of these needs in the individual, depending on the levels are referred to as "higher" and "lower". Lower needs indicate their "deficits" and higher levels indicate as "growth needs". The first ensures survival, and the second – the development of personality.

Foreign psychologists, studying the scheme of the motivation of behavior, advanced theories of its interpretation as a reaction (function). The reactive behavioral motivation scheme was considered in three main areas: behaviorism, Freudianism, and gestalt psychology. Behaviorism is the cause (motive) of behavioral reactions external stimuli. Various psychoanalytic concepts localize the determinants of behavior in the field of internal human needs. Gestalt psychology was a kind of theoretical synthesis of one-sided approaches to the causes of behavior. Further development, as one of the variants of this synthesis, was the development of cognitive psychology [14].

Thus, the study of motivation can be carried out by the logic of the reactive scheme of behavior - (external stimuli - the sphere of internal needs - behavioral reactions), and the logic of the operating scheme - (external stimuli - stages of development), with the general scheme, is the analysis of behavior as interaction (personality - environment) [103; 136].

In O. Yu. Marchenko's research it is shown that following one approach (meaningful) in ascertaining experiment with non-sports students, in a transformative experiment another approach is confirmed – "procedural". Playing sports, that is, sports activities influence the structure of motives, needs, values, and different kinds of sports influence differently. It is shown that different needs, motives, and goals of students influence the choice of sports, and the sports themselves influence the structure of the motivational sphere.

Despite the different theories of motivation, they are based on motive.

Motive (from Latin "Sotus" - past verb "Sovere" - move):

- is a multivalued term used in two main meanings:
- as an internal force that drives a person to act;
- is a fragment of an overall picture or object that repeats with some changes.

The most important motivational factor is a need. The need is seen as the necessity or lack of something of an organism, individual, social or age group, society as a whole, i.e. an internal stimulus of activity [82]. In psychology, the concept of "need" is interpreted as a particular psychological state of the individual, conscious dissatisfaction, which is expressed in dissatisfied quantities and conscious motives of behavior. Need stimulates the search for means of satisfying it [82].

There are different types of needs. In addition to A. Maslow's classification, there is a classification of P. Simonov, which identifies three groups of needs: biological, social and ideal.

Biological needs (living rooms) – needs of the body: the need for movement, change of activity (active rest), nutrition, etc.

Social – needs for communication with other people: self-affirmation, leadership, subordination, empathy, imitation (fashion).

Ideal – spiritual, personal needs of self-expression: cognition, creativity, development, emotional functioning (receiving positive emotions), activities to achieve the goal (reflex purpose), self-expression.

K. A. Abulkhanova-Slavska divides human needs into personal and public ones. Depending on their origin, they can be natural and cul-

tural. Natural needs correspond to P. Simonov's biological needs group and A. Maslow's physiological needs.

Cultural needs are considered as items needed to meet natural needs (plate, spoon, stopwatch, etc.), as well as items needed for communication and social life (book, radio, TV, etc.).

By nature, the author divides the needs into material and spiritual. In material needs a person's dependence on objects of material culture (the need for housing, clothing, etc.), is manifested in spiritual – dependence on subjects of social activity. Both types of needs are closely related to each other. Thus, material items (newspapers, books, television, etc.) are used to satisfy spiritual needs.

The need is not always the motive of the activity. To turn it into a motive requires awareness and experience of a particular need, the emergence of incentives for action and purpose. Conscious actions are always aimed at achieving the goal. The motive provides answers to the question: "why did a person take action?" And "for what?"

The motive is seen as a conscious cause of human activity. A motive is a material or ideal object, the achievement of which is the sense of activity. The motive is presented to the subject in the form of specific experiences, characterized by either positive emotions from the expectation of achievement of the object, or negative, associated with the incompleteness of this provision [173].

The simplest definition of motive within the theory of activity developed by A. N. Leontiev and S. A. Rubinstein is "motive is an intrinsic need" because the need is essentially an unconscious desire to eliminate discomfort, and the goal is the result of conscious purpose [171].

Scientists identify certain groups of motives:

1) simple, which includes desire, desire, desire;

2) complex (inclinations, ideals);

3) casual (feelings, habits and affect).

Among simple motives, they draw attention to the pursuit of something, the desire or unconscious need of a person. When a person realizes their needs, but they do not yet act as a strong stimulus to

action, they talk about desires. Desire, according to the author, is not a strong enough motive.

Desire is an active motive that drives action.

In complex motives, interest is highlighted as an individual's focus on a particular subject, a phenomenon. The cognitive need of a person is most manifested in interests. The presence of interest is a favorable condition activities, training.

The propensity is interpreted as a focus not only on the subject but also on the activity itself.

The highest in content and in the power of motives is the ideal. In this context, we can regard it as value, because the author (O. V. Vynoslavska) treats the "ideal" as a norm of behavior and such qualities of personality as courage, endurance, principality, etc., as well as a specific personality and even a separate idea.

In general, we can say that motives are manifested as a set of external and internal conditions that cause human activity and determine its orientation;

- object, object (material or ideal), which induces and determines the choice of activity direction (J. V. Krushelnytska, O. V. Vinoslavskaya);
- A conscious reason underlying the choice of actions of the individual.

Each person has many behavioral motives that have the same needs as their hierarchy. Yes, they can range from the more general ones that characterize the focus of the activity (the concept of life, value system), to situational ones related to meeting specific needs in a particular situation. Some may also matter more, others – less. There are situations where there is a clash of motives that requires a person to make a willful decision based on higher motives associated with values.

Professional activity of a person is excited not by one motive, but by many who have their structure and hierarchy, and which in turn can change in a person depending on external and internal factors [78; 138].

Some scholars identify three classes of motivating factors:

- needs as a basis of activity;

- the reasons that determine the choice of activity depending on the orientation personality;

- subjective experiences, emotions as forms of regulation (self-regulation) of behavior and activity.

Deeper reasons for people's actions or behavior are discussed by R. Frankin (2003). He sees in the components of motivation three factors: biological, cognitive and learning process. Initially, the activation of some brain structures then launched already mastered fixed reactions, or a person establishes control over the situation, which is a plan of action. On the basis of research (author) behavior is determined not by the action of any one component, but by the interaction of all three of the above components [166].

According to the opinion of many scientists [52; 173], motivation can be considered in the following types:

- extrinsic motivation (extrinsic) - motivation is not related to the content of a particular activity, but is caused by circumstances external to the subject;

- intrinsic motivation (intrinsic) - motivation that is related not to external circumstances but to the content of the activity itself;

- positive and negative motivation, that is, motivation based on positive or negative incentives.

In connection with the topic of our research, the study of motivational factors becomes especially important in such fields of activity as educational, labor and professional.

The influence of motivation on the success of the profession

In native and foreign literature, there is a considerable number of works devoted to the influence of motivation on the success of mastering and performing a specific professional activity. The main areas of research in this area are related to the motives for choosing a profession,

motives for entering the educational institution, the motives for studying in the institutions of higher education, the motives for work.

Taken together, these areas of research are more about motivating professional self-determination. Self-determination of a personality is a conscious act of revealing and affirming one's position in problem situations. A special form of self-determination is professional self-determination. Professional self-determination is a complex psychological phenomenon that characterizes a student's psychological readiness to choose the direction of his / her future activity. Professional self-determination is a choice that is more in line with individual traits [48].

Considering the motivation of professional self-determination, Ya. V. Didkovska characterizes it as a complex system of external and internal factors and mechanisms that encourage, guide and regulate the activity of the individual in the preparation and implementation of the choice of their professional and educational path: setting and achievement of professional goals, choice of means of their achievement, as well as activities for self-development and self-improvement in the professional field.

Successful study in HEI requires not only the appropriate inclinations and abilities but also a positive motivation for cognition, self-study, which can play the role of a compensatory factor provided - insufficient theoretical preparedness and development of special abilities. Awareness of the determining importance of motivation for learning activities led to the formation of the principle of motivational support of the educational process.

Analyzing the motives for entering a pedagogical institution of higher education, V. V. Nebesna concluded that some of them did not correspond to pedagogical activity. According to the survey, only 30 to 45% of the students who enrolled in the pedagogical HEI are positive about the teaching profession. About 40% of students go to HEI because of their interest in a particular subject, with no interest in a pedagogical activity. From 13 to 22% of students are not positive about either the teacher's activity or the profile.

Studies by V. T. Lisovsky, concerning students of pedagogical specialties, show that among the motives of studying in HEI are the following: To become a professional - 45% of students; have a diploma - 21%, for their own development - 19%; do not know - 11%, not to serve in the army - 4%. The valuation of the diploma also differs. 24% of students believe that a diploma is required to get a high-paying job; 21% have a guarantee of stability; 21% - to have an interesting job; 15% - achieve high social status; 12% do not know; 7% - believe that the diploma gives nothing.

There are differences in the motivation for choosing a profession and in the attitude to study in "commercial" and "budget" students. "Commercial" students are confident in the correct choice of profession in 62-77% of cases and are well aware of the specifics of future professional activity, their self-esteem they are on average 10% higher than that of state employees. There are differences in the motivation of higher education in the studied groups of students. "Budget" students have the traditional motives - to get a diploma (4-14%), to develop a profession (56-62%), to carry out scientific researches (5-15%), to live a student life (8-18%). Commercial students were dominated by the desire to achieve material well-being (43-53%), to master foreign languages freely (17-41%), to become a cultural person (33-39%), to study abroad (20-29%), to master theory and entrepreneurship practices (10-13%), continue the family tradition (6-9%).

Psychologists note that human behavior and activities are polymotivated. Explaining this position, A. N. Leontiev indicates that complex behaviors and activities, as a rule, lead to several needs. The first option considers the conditionality of learning activities, both cognitive and social motives that add to this activity ambiguous meaning. In the second embodiment, polymotivation is taken as the basis of a combination of a content-creating motive, which performs the function of stimulating, directing and content-forming with motives-stimuli, which play the role of only additional stimulation of this activity.

Studies conducted with students of the third year of the Ural State University of Physical Education show that they are no longer satisfied with

their chosen profession. Most of the students interviewed were guided not by internal but by external positive motivation and partly by external negative motivation. Such motivational complexes do not allow students to enjoy the difficulties of solving learning problems, so they choose simpler tasks and perform only what is necessary to obtain an assessment [7].

The motivation for learning is formed along with the development of personality from school to college age. Students are defined as a kind of mobile group, the purpose of which is the assimilation according to a specially organized program of socio-professional roles, preparation for the fulfillment of important social functions: professional, cultural, socio-political, family, etc. The main directions of students' activity are vocational training, personal self-affirmation, development of intellectual potential, spiritual enrichment, aesthetic, moral and physical self-improvement [55; 110].

The development of the student's personality in different courses has its own characteristic features. The first course solves the problem of attracting a recent entrant to student forms of collective life. Student behavior is highly conformist; freshmen lack a differentiated approach to their roles. The second course is the most intense educational activity of students. All forms of education and upbringing are intensively included in their lives. Students receive general training, formed by their broad cultural demands and needs. The adaptation process to this the environment is mostly complete. At the third year of training specialization begins, there is an increasing interest in scientific work as a reflection of further development and deepening of students' professional interests. The fourth year of training is the first real acquaintance with the specialization during the practice. The behavior of students is characterized by an intensive search for more rational ways and forms of special training, there is a reassessment of the values of life. In the fifth year, the prospect of rapid completion of the HEI forms clear practical arrangements for future activity [55].

The formation of the motivational-value attitude of students to educational and cognitive activity V. D. Taurikov divides into three stages:

Phase I (I year) is characterized by high rates of professional and educational motives. At the same time, they are idealized because they are conditioned by social rather than personal content. Stage II (II, III years) is characterized by a general decrease in the intensity of all motivational components. Cognitive and professional motives cease to govern learning activities. Stage III (IV-V years) is characterized by the increasing degree of awareness and integration of different forms of learning motives.

A. M. Friedman leads four levels of development of motivation for educational work. And the level is low, characterized by some positive motives for educational and work activities. The motives for avoiding the inconvenience of discomfort prevail. Cognitive processes are amorphous, situational. II level – interest in the educational material is expressed, all positive emotions are connected only with the effective aspect, oriented to success, the achievement of the result, training acts as a means of achieving the goal. Level III – the formation of all components, clear motivation, focus on the stability of cognitive motives. Level IV – a deep awareness of motives, general purposefulness.

Many studies confirm the position that success training in an HEI depends on the motivational component of the activity. High positive motivation can play the role of a compensating factor in the case of insufficiently high abilities, but no high level of abilities can compensate for the lack of a learning motive or its low expression, which can lead to significant learning success [58].

Educational motivation by some scholars [112] is regarded as a private kind of motivation involved in a particular activity. A. K. Markova says that the motivation of learning consists of a number of pathogens that change over time [102]. Becoming a motivator is not a simple growth of a positive or an increase in a negative attitude to learning, but a complication of the structure of the motivational sphere. Therefore, when analyzing the motivation of learning activities, it is important not only to determine the dominant motive but also to take into account the whole structure of the human motivational sphere.

Researchers point out that the motivation of students to study at HEI depends on the correct and conscious choice of professional activity [55]. The analysis of the works devoted to students of technical and pedagogical HEIs shows that not all of them have deliberately chosen the specialty they are studying. There are quite a large number of those in the first year. In the second year, the number of students who do not want to study a particular specialty reaches its peak and there is a "screening". Then the number of students who believe that they have chosen the wrong specialty decreases, and in IV-V courses there are 2-3 people with a clear emotional-negative attitude to the chosen specialty [55].

Students who do not have a sufficiently complete and correct understanding of their future profession rarely show intentions to work further in their profession [1st year - 98%, 2nd year - 89%, 3rd year - 62%], on the question "What kind of job would you like to receive after the end of HEI?» – students responded as follows: 53% of students and the course, 25% of students of the third year and 44.6% of students of the fifth year chose their specific activity. The author L. M. Freedman notes that there is a certain dynamics of the significance of motives in the choice of the future activities. It is characterized by the fact that with the transition from junior to senior years the number of students who are guided by the motive of cognition is steadily decreasing, and at the same time, the number of those who focus on the prestige of the profession is increasing.

The strategy of the modern higher education system is to ensure the professional motivation of the future specialist.

Researchers draw attention to the motivation for achievement, which is a positive factor that determines the effectiveness of a person's professional activity, job satisfaction, causes a positive attitude to the means of achieving the goal – learning [58; 169].

G. Murray, under the motive of achievement, understands the persistent need to achieve results in work as a desire to "do something right and fast". In his view, this need is generalized and manifests itself in any situation of achievement.

Yu. M. Orlov revealed the important role of achievement-motivation in enhancing students' academic success. His research has shown that in the motivation of learning activities cognitive need plays a second role after the need for achievement [124].

A person with a motivation to achieve is characterized by a realistic assessment of their capabilities when setting goals and objectives, striving to overcome difficulties, achieving high results of the activity.

The motive for success in the relationship with personal and professional qualities and abilities contributes to the growth of their level of development with the involvement of students in professionally oriented activities. E. B. Gorchakova states that the high level of achievement of success, the formed personal and professional qualities and abilities ensure achievement of high results in various types of professional activity, and in the future allow students to carry out more professionally their duties more effectively.

The ways of forming motivation

In the process of studying at a higher educational institution, not only is the training of a specialist, but also the formation of his personality, the professional orientation of the individual is formed, i.e. the desire to use their knowledge, experience, abilities in the field of the chosen profession. Effective ways of activating students' cognitive activity are being sought.

There are basically two ways to educate teachers. One of them is the activation of students' cognitive interests at certain stages of the educational process under the conditions of using different forms and methods of teaching [6]; the other is recognition of the active cognitive process as a personality trait, and thus creating the necessary and sufficient conditions that contribute to maintaining student activity throughout the educational process [65, 127]. Then, in their opinion, the cognitive process acquires a stable character and becomes a personal quality of the student as the subject of the educational process (L. A. Avramchuk, I. I. Ilyasov, O. O. Konopkin, Z. I. Slepkan).

The basis of these approaches is the activation of students' educational and cognitive activity by finding the optimal balance between traditional and innovative pedagogical methods, organizational forms and means of the educational process.

In the process of activation of students' educational and cognitive activity, development of their incomes and inclinations, the motivation of activity for the creation of a corresponding value-motivational sphere plays an important role.

Psychologists propose three approaches to educating the motivational sphere of the individual in the learning process [136]:

1. An individual approach is to study the leading social-value motives of each student and guide them in learning.
2. The typological approach is to focus on the motives that are characteristic of all students of this course, faculty, gender, etc.
3. The topological approach is to build this type of learning, which has the capacity to form a multitude of students' social-value motives for learning.

According to the authors, the topological approach to the education of motives is the closest to the optimal, because by virtue of its rich "motivational palette" facilitates an individual approach and overcomes the typological standard. Its advantage is that students are given the opportunity to find goals that have a personal meaning for them, and in the process of life shift their motives to other goals, to open a new meaning of the previous goals. This circumstance is noted by D. Bruner [112] when he says that the case benefits from a clear understanding of the ultimate goal of learning, but it is often the case that we can, again and again, discover the ultimate goal as we attempt to achieve more modest goals.

In their research, the authors try to use one of the psychological properties of personality to typify students. Yes, N. Y. Oliynyk studies the orientation of the individual (to himself, to other people, to the cause) to activate students' motivation [121; 122].

Students who are self-directed are oriented towards direct rewards, the pursuit of personal needs, personal preference, their own well-be-

ing, authoritarianism, the need for functions of power. If the training meets their pragmatic goals, then they show a keen interest in it, if not – the activity of such students is reduced.

Students who have a focus on other people have a common orientation to work together, seek social approval, dependence on group opinion, assessment, desire to maintain good relations with others. In this case, the activity of the subject is more dependent on the moods that dominate the group. If a student group is focused on learning, then it can have a positive effect on the subject of learning. Conversely, if the group is not geared to learning, it may adversely affect the student's learning activities.

Students who are predominant in business orientation, focused on accuracy and quality, striving for the best way to accomplish their educational task, tend to defend their opinions in the interests of the case, able to cooperate for the sake of the case.

It is also proposed to typology students depending on the development of professional orientation, which relates to specialties in the field of physical culture and sports:

And type – students with a positive orientation, the ability of which meet the requirements of the chosen profession, which provides a combination of leading motives with the content of a professional activity. Orientation in the professional field is related to the attractiveness of the content of the profession, its relevance to the ability.

Type II – students who have not definitively defined themselves in their profession. Their choice does not have a clear vocational motivation due to the lack of complete information about the professions. The main orientation in the professional sphere is related to the social opportunities offered by the chosen profession, its wide use. For such students, a trade-off between uncertain and sometimes negative attitudes towards the profession and continuing their studies at the HEI may be compromised with the prospect of working in the profession.

Type III - students with a negative attitude to the profession. The motivation for their choice is usually due to the social values of higher

education, as well as a poor understanding of the profession. Due to the low level of professional orientation, the leading motive expresses the need not so much in the activity itself, but in various related circumstances (vacations, relative freedom in the distribution of working time, etc.) [112].

The education of interest in the chosen profession in higher education is carried out mainly through the development of a correct understanding of the social importance of the future branch of activity and the laws of its development. This is done as follows:

- formation in each student of confidence in his professional suitability, as well as a conscious understanding of the need to master all the disciplines and types of training provided in the curriculum this HEI;
- developing a desire to imitate all the progressive in the activities of leading industry experts;
- the ability to direct self-education for the benefit of work, constantly update their knowledge.

Studying the peculiarities of professional self-realization of students mastering the specialty of physical education teacher, V. M. Mazin concludes that the level of formation of components of professional self-realization by such criteria as "empathy", "self-attitude" is low,

"Creativity", "value orientations". 39.69% of students admitted their low level of "professional self-perception". The author explains this by the fact that many of them work on an individual schedule, often miss classes because they work or are in meetings and competitions.

Concerning specific motor skills, in particular, the possession of the technique of physical exercises, the author concludes that they have developed in students a sufficient level, but the ability to synthesize knowledge and actions, to model the educational process, the possession of methods of upbringing students in students is not developed enough.

To form a culture of professional self-realization of students V. M. Mazin identifies the following conditions:

- introduction of a person-centered approach and dialogical teaching methods into the educational and pedagogical process;
- use of means of stimulating students' autonomous behavior;
- accumulation and consolidation of the best experience of professional self-realization in the pedagogical professional club "Novator".

N. Y. Oliynyk [121; 122] proposes to use the following approaches to develop creative thinking and activity:

- formation of positive motivation of educational and cognitive activity, cognitive interests;
- direct involvement of each student in educational and cognitive activities, which facilitates problematic learning, independent creative work of students, which allows them to self-actualize and assert themselves;
- organization of educational communication at classes and in the course of students' extra-curricular independent work;
- creation of a favorable microclimate in the relations between the participants of the educational process.

Thus, the ways of becoming and the peculiarities of each student's motivation are different. Based on the results of the analysis, we can conclude that the state of professional motivation depends on how adequately the students evaluate their learning activities in comparison to their personal, real opportunities and level of harassment. It is also necessary to take into account the influence on the professional motivation of the opinions of peers with different levels of development of abilities. It is advisable to study and diagnose motivation and its components in different situations of real choice. The choice situation has the advantage that the motives are not only conscious, but they actually work. It is important for the student to understand that his / her choices can lead to real consequences for his / her life, not just words. Only in this case can the results of the study be trusted.

Specific features of students' motivation in the educational domain of physical culture and sports

Higher school is facing the challenge of comprehensively improving the training of professionals in the field of physical education and sports. Scientists believe that the formation of the personality of the future specialist in this field should be more constructive, using the value orientations of physical culture and sports based on the implementation of the interaction of personal dispositions and situational determinants in educational activities and on the basis of student motivation.

Training of a specialist in the field of physical culture and sports is provided with the help of three main components: motivational and moral (stimulating the activity of the future specialist), cognitive (provides the fullness of mastering the content of education), motor (reflects the specifics of the profession and provides a mechanism for cognition). All components are aimed at mastering the values of professional physical education and achieving its goal – the formation of the personality culture of the specialist [144; 145]. The main customer is a society that needs highly qualified specialists, able to meet its diverse needs in the field of physical culture and sports, to provide the necessary biopotential of the population for active comprehensive life [114].

Students who study at physical education institutes are also athletes. Physical-cultural activity influences not only the physical but also the spiritual sphere of the student. Pierre de Coubertin said that the main strength and achievement of the sport is that it is a school of moral nobility and purity, physical endurance and energy. In sport, all human qualities are particularly pronounced: character, attitude, will, conscience, honesty.

Forming the need for systematic physical education and sports is considered to be a powerful factor in personal education. This need is manifested in the desire of students to perform new moving actions against the background of optimal physical activity; in need of self-affir-

mation and strengthening of positions of own "I"; in the knowledge and aesthetic pleasure of the movements; in improving sports achievements [132]. Sports training is the basis of professionally applied physical training of a sports trainer, physical education teacher.

The researches of V. M. Prystynskii allowed the author to formulate a number of priority motives that arise on the basis of the need for systematic sports. These include:

- the desire for physical excellence, which is associated with the change in the pace of their physical development, the desire to take a worthy place in their environment, to achieve recognition and respect;
- friendly solidarity, which implies the realization of the desire to be with friends, to cooperate with them both in sports, sports and in educational activity;
- responsibilities that are associated with the need for regular attendance of sports training courses;
- a manifestation of positive rivalry, characterized by the desire to stand out, to assert oneself in the student environment, to achieve authority, to be the first, to achieve as much as possible;
- imitation associated with the desire to be like those who have achieved some success in sports or have special qualities and good deeds as a result of training;
- sports achievements, when the desire to achieve significant results in the chosen sport dominates;
- training, when the focus is not on the activity but on the content of the lessons [130; 132].

The researchers also identify three groups of motives for sports.

The motives of the initial stage of sports activity are characterized by the dynamics of inclusion of a person in a new motor mode, adaptation to physical activity and to the attitude in a sports group. A characteristic feature of these motives is low awareness of needs, a great variety, and instability of ways to meet them, as well as a willingness to change quickly. These are the motives for deciding on sports.

The motives of the specialization stage are formed and developed in the process of systematic employment. As a result, complex sets of motives arise that determine the collectivist or individualistic orientation of the individual. Researchers are ambiguous about the benefits of one of them. Some believe that an individualistic orientation at the stage of specialization is a must.

The motives of the stage of higher sportsmanship are subordinated to the main thing – the achievement of success in sports. Higher achievement sports are associated with great physical and mental stress. Not always the athlete wins, sometimes a series of setbacks awaits him. With the frequent recurrence of such situations, motivation for the avoidance of failure is formed, which is manifested in uncertainty, the protective nature of the behavior, low ambition and activity in the coming actions. Athletes who have maintained the motivation to succeed are more active, have less anxiety, greater confidence in their abilities, a desire for competition and a willingness to mobilize all forces to win.

In this regard, sports can have both a positive and negative impact on the formation of students' motivation to develop the professional activity.

In the scientific literature, we did not find data about the peculiarities of the motivational structure of students who master the profession of coach, physical education teacher, its dynamics in the course of higher education, influence on the attitude of students to learning and mastering the profession, which prompts us to study these issues and determines the relevance of the topic.

Structure and dynamics of student motivation formation to professional and applied physical training

Students' motives and interests in sports

The peculiarity of training specialists in the field of physical culture and sports is that, as a rule, young men and girls who have expe-

rience of sports activities and their own idea of the future profession want to get a higher education. Thus, there is a problem of consistent learning, the experience of playing sports in childhood can not give an objective idea of future professional activity. As you learn from HEI, these ideas change and there is a need to create incentives for their formation. In this regard, there is a need to study the factors that contributed to the admission to Faculty of Physical Education of students and their transformation from I to IV years of training in the institutions of higher education.

Analyzing data, dynamics of interests in the choice of sports, we can identify the most popular sports, activities that stimulate admission to the Faculty of Physical Education: football (19.5%), basketball (14.6%), volleyball (12.2%), athletics (9.8%). The dynamics of interest in these sports are not the same among students of I-IV courses, the number of basketball players from course to course is reduced: in the II year to 12.2%, in III and IV - to 4.9%. Athletics in the first year – 9.8%, in the IV – 4.9%, although in the II and III courses their number increases. Volleyball (from 12.2% to 17.1%) and football (from 19.5% to 39%) have a steady increase. The above data may indicate that it is sports that stimulate admission to physical education, but interests in sports at different courses are changing. As a rule, students take up sports from 5 to 10 years before joining the institutions of higher education. Only about 10% of students started practicing sports before entering the Faculty of Physical Education and trained as much as 3-4 years before that, again confirming the influence of sports on the choice of professional activity. The reasons that motivate you to play sports are different, and typically, they are virtually the same for students taking certain courses.

The motive for achieving a high sporting result from 31.7% to 48.8% prevails the most. This data is almost twice less than the students' answers about the number of years of sports. There it is noted that in the first year - 80%, and in the fourth year - 96% are engaged in sports from 5 to 11 years, but only about 35% were intended to achieve high sports results. Improved health (from 17.1% to 24.4%) is the motive for system-

atic sports, with 24.4% pointing to this motive in the fourth year, which is evidence of an increase in knowledge about the health effect of motor activity on the human body. Also fourth-year and third-year students in 19.5% indicate a motive for improving body shape, and freshmen - only in 14.6% of cases. Do not ignore the students and the motive, such as sports for fun and recreation. To a lesser extent, the motive for playing sports for the sake of communicating with friends is evident (7.3% in the first year and 4.9% in the IV), which confirms a more thoughtful analysis by students of the reasons for their actions.

To find out the reasons that prompted students to play sports, we asked a question. Changing priority factors in different courses is a testament to their rethinking by students. In the first year, students highlight the impact of attending competitions in different sports in 31.7%, in the second place – knowledge about the benefits of exercise (17.7%), in the third – the board of teachers of physical education (14.6%). There are also first-year factors such as viewing sports programs (12.2%), friends 'councils (9.8%), parents' councils, but only in 4.9% of cases. As the university studies, there is a rethinking of the factors that influenced their sports. The authority of the physical education teacher, who gave the advice to play sports, is increasing (up to 21.9%). Parental support and counseling are already twice as strong (9.8%). The impact of friends is being rethought and reduced from course to course up to 2.4%, health programs (2.4-4.9%), fitness programs (7.3%), sports programs begin to affect competitions (17.2%), publications in newspapers and magazines (2.4%). The peculiarity of motivation for sports is that it relates to the events of the past, which are expressed through the prism of already experienced and trained in the Faculty of Physical Education. In this regard, we can say that students in the III-IV year of training begin to read the sports press, watching TV not only about sports competitions but also programs about health and wellness types of fitness. The influence of knowledge about the benefits of exercise is more indicated in the II and III years (29.3% and 26.8% respectively), and in the IV course, only 14.7% of students say this. This may be due to the fact that

this knowledge went through other factors, such as the desire to obtain information directly from mass media not previously observed. It became easier for them to watch competitions (17.2%) than to participate in competitions (a decrease from the first year by 11%).

When analyzing types of employment in their free time, there is a change in the priority cultural interests of students. In the first year – in the first place of sports (26.8%), in the second – communication with friends (19.5%), on the third – watching TV programs (12.2%). Freshman students attend discos (9.8%), do household chores (7.3%), work (7.3%). And only 4.9% of students indicate that they are preparing for classes. But in the II and IV years of training students do not even indicate that in their spare time they are preparing for classes. Very few students read fiction (if I year indicated 2.4% in the first year, no answers at all in the second year, and 4.9% in the III and IV years).

It should be noted that the interest of the 4th year students to sports, which decreased to 19.5%, and such motive as communication with friends increased compared to the first year more than 3 times and is 70.7%. In their spare time, they do household chores (9.8%), play computer games (4.9%). Only 4.9% of students work, according to the answers. In the answers about who helps them, 9.8% of the 4th year students indicate that their parents do not help them and they make money on their own. But the number of employees of 4th year is less than in 1st (12.2%) and 3rd (19.5%). Success in teaching students from the first year to senior year is decreasing.

Thus, 53.7% of students receive scholarships in the first year, and 31.7% in 4th year. This is interrelated with their activities in their spare time – the lack of independent preparation for training. This is probably also related to the students' place of residence. In the first year, 21.9%, compared to II-III years (12.2%) and IV year – (2.4%), live at home, which means that there is adequate parental control. Thus, the largest number of students who do not drink alcohol is observed in the first year (29.3%), their number from course to course decreases to 4.9% in the third year, and 17.1% in the fourth year. Alcohol consumption 2-3

once a week also increases from course to course. Particular attention is given to drinking alcohol on holidays. In the first year, 43.9% of students indicate this, and in the upper courses about 70% of students. 14 to 29% of students smoke.

All the above data indicate a reduction to the fourth year of students' priorities of a healthy lifestyle, physical improvement, and professional skills.

The motivation of students to study at a higher education institution in their chosen specialty

We studied the peculiarities of motivation to develop the profession using the questionnaire method and the technique of T. I. Iliina. This technique allows you to identify three areas of motivation to study at HEI: "Knowledge acquisition", "Mastering the profession", "Awarding a diploma".

The analysis of the obtained data shows that the motivation for mastering the profession is most expressed in the freshmen (80.29%), in the second year it decreases to 62.91% and is still kept at the level of 67-72%. The decrease in motivation to master professional activity in the fourth year compared to the first reaches 13%.

The first course clearly expresses the motives and knowledge acquisition (78.54%) and the diploma (78.78%). The predominance of the first two motives "Mastery of the profession" and "acquisition of knowledge" (an average of 79.4%) are regarded by psychologists as evidence of an adequate choice of students and their satisfaction with the profession. In the second year, the motivation for mastering the profession sharply decreases to 62.91%, but also the motivation to get a diploma (65.12%). This may be due to the fact that the expectations of the students of easy learning, which they experienced in the first year, did not materialize.

They realized that by the end of their studies, they had three more years and concentrated their attention on the motive for acquiring knowledge, as inevitable in the process of study at a higher education

institution. In the third year the motivation increases to mastering the profession to 72.29%, the desire to acquire knowledge decreases somewhat, and the desire to obtain a diploma at formal mastering is somewhat increased (69.88%). In general, the awareness of the adequacy of the choice of profession is still maintained. In the fourth year, the situation is getting worse. The motivation to get a diploma with minimal effort, the desire to find the ways around when passing exams and tests (70.73%). The desire to acquire professional knowledge and form professionally important qualities is reduced to 67.48%. The desire to acquire new knowledge is lower than in all previous courses (71.46%). All these data indicate either total fatigue from the previous three-year educational process or disappointment in the chosen profession.

Overall, the most intense motivation to study at a higher education institution is 237.61% on all three scales, and the least intense in 4th year (209.67%).

In the analysis of the realization of cultural interests in their free time and motivation to study students of the fourth year, we can note the processes of early "burnout", which prof. G. Lozhkin noted that the adult population has more than 15-20 years of experience.

In order to detail the professional orientation of students in the field of physical culture and sports in the questionnaire were asked the question "Why did you enter the Faculty of Physical Education?" And "Where would you like to work?".

The priority motive for choosing the Faculty of Physical Education as a place of higher education is the desire to improve their sportsmanship, not a sensible desire to master their favorite profession. This motive is prevalent in students of all years of training from I (31.7%) to IV (41.3%). However, by summarizing six professional motives for "getting a prestigious profession", "We can get a profession of a trainer", "get a profession of a teacher of physical education", "get a profession of a teacher of physical culture", "a trainer-instructor of physical-health groups" and "desire to master the profession and engage in scientific activity", we can note the dynamics formation of professional aspirations from I to IV year

of training. In the first year the amount of professional motives is 56.2%, in the second year - 58.5%, in the third - 70.7%, and in the IV - 53.8%, i.e. there is a redistribution and decrease in motivation. When considering the components of professional motives, it is necessary to pay attention to their differentiation. Thus, the desire to develop a prestigious profession increases from the first year (9.8%) to the fourth year (14.7%). On the one hand, the importance of professional activity increases, but on the other – its specificity decreases, that is, which particular activity students consider prestigious. A greater percentage of students specified their wishes. On average, about 12% want to be coaches, as much as (12%) a physical education teacher at HEI. First-year students (7.3%) and fourth-year students (9.8%) and more sophomore students (21.9%) and third-year students (17.1%) want to get the profession of physical education teacher. Such dynamics of interest in the profession may be related to the passing of pedagogical practice at school by students in the II and III years of training, which to some extent determines the search for practical ways of forming students' professional orientation.

External motives related to the circumstances of non-admission to another university are noted only by students of the first year (4.9%). The influence of other persons (parents, physical education teacher) is noted in the first year by 7.2% of students, in the second year by 12.2%, and in the senior courses – only 4.9%. This may be due to the fact that in the III, IV courses, students rethink the reasons for entering the HEI and are more inclined to think about the independent choice of profession.

There are significant differences in the reasons for entering the HEI and the desired place of work after graduation. Thus, if about 12% of students wish to become a coach during their admission, then 14.6% of students in the 1st year up to 36.6 in the 4th year. 19.5% of freshmen, 24.4% of sophomores, 19.5% of third-year students and 14.7% of fourth-year students want to work in high school as a teacher of physical education, which is 3-4% higher than entering HEI.

The same tendency is observed with the desire to work as a teacher of physical education at the institutions of higher education. The

number of students who have chosen this place of work has tripled compared to the motive for choosing a profession.

This indicates a deepening of career orientation in the learning process. This is evidenced by the number of people wishing to work as an instructor in the fitness center. In the first year of such students 17.1%, in the second – 9.8%, in the third – 4.9%, in the fourth – 7.3%. When entering the HEI, the motive for obtaining this profession was only 9.8% of freshmen. However, as the fitness industry develops and the incorporation of fitness technologies into the curricula of the faculties of physical education, students' knowledge is expanded and professional interest is formed.

According to the results of the study, it is possible to conclude that about 50% of students have a real idea of professional activity during the admission to the Faculty of Physical Education.

The highest intensity of motivation to study is observed in freshmen (the sum of three motives is 237.61%) and the lowest is in the fourth year (E = 209.67%), which is manifested in the desire to obtain a diploma without deepening knowledge, and with the least effort.

The motives for joining the HEI for mastering the chosen profession are transformed as they study at the HEI, and are specified with the orientation to the future place of work. This is evidence of the impact of theoretical and practical training. In order to increase the motivation for acquiring knowledge in the IV year, it is necessary to include not a general pedagogical practice in the curriculum of preparation of a bachelor, but practice in the future place of work, which will increase the need for special training of students for specific professional activity.

The propensity for professional activity and motivation to achievements

The motivation for a particular professional activity depends on the propensity for one or another type of profession. Using E. A. Klimov's technique, we were able to identify students' propensity for five types of professions.

1. "Man - nature" - all professions related to crop production, animal husbandry, and forestry.
2. "Man - technology" - all technical professions.
3. "Man - man" - all professions related to the service of people, communication.
4. "Person is a sign" - all professions related to calculations, numbers and letter signs, including music specialties.
5. "Man is an artistic image" - all creative specialties.

Analysis of the research results shows that the highest number of points (above five) is earned by students of all years in the humanities professions related to communication with people, which testifies to the predominantly correct choice of profession by students. However, a sufficient number of points in the selection of students also gain professions related to engineering. In the second year, this value reaches 5 points, in the 6th year up to 4.95 points.

This is probably due to the fact that the study involved some young men for whom it is natural to want to practice appliances at 9home. Therefore, they are close to such activities as servicing cars, adjusting appliances, driving cars, performing repairs in the premises, construction. However, this is not the plan of the main profession.

It is characteristic that the alternative in the choice of technical professions were mainly professions related to animal husbandry, sale of goods, copying.

The motivation for choosing a profession related to communication with people, their service, was presented in questions that have an alternative related to the professions, which are characterized by calculations, figures, animal husbandry, music, adjusting medical devices.

In this regard, the difference between the choice of professions "person-person" and "Man - nature" in each course is within 2.7 points in the level of significance $p < 0.05$, slightly less (by 2 points) the difference between the choice of profession "Man - man" and "man - sign", "man - artistic image".

Considering individual indicators, dividing them by the level of inclination to a certain type of profession, it is possible to reveal some features of students studying at different levels.

The highest number of vocationally oriented students (7-8 points) in the first year is 43.9%. In the second year, the lowest number is 19.5%, and in the fourth year, their number is 24.4%, which is 19% less than in the first year. The revealed fact coincides with the data on the decrease of motivation to study and professional activity in the students of the fourth year, mentioned above.

The desire to master a particular profession is associated not only with a penchant for it but also with the motivation to succeed in the chosen type of activity. The method of Yu. M. Orlov was used to determining the need for success. The maximum number of points that a subject can score is 23 points. We identified four areas of distribution of results: less than 50% of the total score (11 points and below); from 50-60% (12-13 points); from 61 to 70% (14-15 points); and above 71 (16 and above). The higher the score, the higher the level of need to achieve.

The average scores on the 1st and 3rd years of training are the same and are in the range of 13.1 points, and the 4th course marks a decrease in the average score to 12.7 points, i.e. by 2%. The distribution of the results across the four levels gives a more detailed description of the average results. In the first course, the smallest number of students with low index - 12.2%, in subsequent courses their number increases to 17-15% in the second and third years, and in the 4th - up to 26.8%. In the 4th year, the results of five students are revealed at the level of 7-8 points, which influences the average score for the group. The average mark in the first year differs in the structure of indicators presented by levels. Yes, the highest number of students have scores that are in the range of 50-60% (63.4%) and only 19.5% have scored at the level of 61-70%. With almost equal grade point average (13.2 b.) In the second year up to 41.5% the number of students who have higher than average increases motivation level (14-15 b.) and 3 students with a high level (7.3%). In the third year, the number of students with above-average motivation is

reduced to 34%, and in 4th year it is increased to 48,8%, with a high level of motivation - 1 person. In general, the dynamics of indicators from the minimum (7b.) to the maximum (16 b.) Greater in the fourth course.

51% of students have a sufficient level of need for success in the fourth year, 49% have low motivation to succeed, which is associated with low motivation to study altogether.

The analysis of the results to the answers of the questions of the methodology helps to detail the reasons for increasing or decreasing the level of motivation for the courses. In the first and second-year students are more convinced that success in life depends on previous planning of the goal and means of its achievement (61-68% respectively). In the third and fourth years, this confidence leaves them, and they believe that success depends on the case and not on their own efforts (61-63% respectively), that is, the need to make the effort and to rely on the chance is reduced.

The key issue in determining the need for achievement is the value of a favorite activity in determining the meaning of life, that is, the value determination of the activity director. Only first-year students (66% of positive answers) have such a benchmark. As learning from the course to course decreases the value of a favorite lesson, in the second year it is allocated by 49% of students, in the third year it is already 37%, and in the fourth year, only 34%. What influences such a sharp decline in interest in a chosen occupation, which in the context implies the chosen profession? Whether this is related to learning difficulties or frustrated with the choice of professional activity remains to be seen in future studies.

There is no consensus among students about the benefits of achieving the end result or the process itself. The authors of the methodology expect a positive assessment for the pursuit of work efficiency, but only 46% of freshmen hold this opinion, the number of them in the second year increases to 59%, in the third course 61%, and in 4th again decreases to 49%, which again contributes to reducing the need to achieve.

The overwhelming majority of students are of the opinion that most people suffer not from failures at work but from poor relationships with loved ones (from 66% in the 1st year to 59% in the 4th year).

According to the method, such a result of the answer indicates the manifestation of the need for achievement, although here, in our opinion, the search for reasons for reducing the priorities of work, in this case, due to relationships with relatives, is rather evident.

The fifth question concerns the priorities of the minimum and maximum objectives. Most students responded that people are pursuing long-term goals, not minimal ones (from 61% in the first year to 76% in the fourth year), and this is increasing from one course to another. According to the estimation by the calculation method, the desire for the achievement of the minimum goals is positive, which becomes not clear, because it rather indicates the limited and neurotic personality.

The sixth question concerns the predominance of successes or failures in students' lives. Responses show that only about 20% have experienced setbacks, and the vast majority are successful.

There is an underestimation of the personality traits of senior students. Only 34% of students in first and second-year students are attracted by emotionality, and they evaluate the activity of a person to a greater extent, and in the fourth year, 63% of students are attracted by emotional rather than active people. Again, according to the methodology, the score is given to respondents who are more impressed by emotional rather than active personalities.

Only about 20% of students indicate that their parents consider themselves lazy, with 12% being students in the 1st year and 22% in the 4th year, which is probably related to their learning outcomes. The lack of objective attitude to the results of their activities is inherent to a greater extent 1st year students. They are 41% sure that their failures are to blame, not themselves. Only 29% of students have the same opinion in their senior year.

Parental control is more characteristic to 1st year students (34%), it decreases in 2nd year (17%) and slightly increases in 3rd and 4th year (22-24%), which indicates that students have sufficient independence in their activity.

About 44% of students admit that their abilities are more critical than their abilities. In the first year of such students 61%, in the second

and third courses 44-46%, and in the fourth year their number again increases to 61%. At a critical attitude to their abilities, patience and perseverance testify to the motivation to achieve the result. About 40% of students express their patience, while persistence in achieving goals in the 1st and 4th years is 61%, and slightly less in 2nd and 3rd, which indicates a slight decrease in enthusiasm for learning.

Doubts about the success of their activity, not laziness, are recognized by 80 students in the first year, up to 71% in the second and third year, and 44% of the fourth year students are quite critical.

Lack of attendance is noted by 80% of the first-year students, up to 63% of the fourth-year students.

The positive impact of success on performance is recognized by about 90% of students, which becomes one of the motivating factors for achievement.

The interpretation of the answer to the question "The level of my requirements for life is lower than that of my peers" is noteworthy. According to the methodology, the score is rated "yes", i.e. low level of harassment, while a high level of harassment is evaluated. The majority of students do not agree that they have a lower standard of living requirements than their peers (about 88%), and in our opinion, it is incorrect to estimate this as a negative factor.

Thus, the analysis of the answers to the research methodology questions allowed to distinguish controversial assessments on some issues and limiting factors that influence the formation of achievement needs.

The first question is: 4) "I believe that people suffer more from failures at work than from poor relationships with loved ones", ("No"); 5) "In my opinion, most people live on long-term goals, not close ones," ("no"); 7) "I like emotional people more than active", ("yes"); 13) "I have more patience than ability" ("no"); 21) "The level of my requirements for life is lower than that of my peers" ("yes").

The limiting factors that influence the increase in the need for achievement include the underestimation of the planning of their ac-

tions, the definition of the purpose and means of its achievement; adherence to the rules of safety in the exercise of your favorite physical exercises; assiduousness in the performance of tasks; persistence in achieving the goal.

T. Elers' "Motivation for success" assessment methodology helps to clarify student needs. Most authors use it to study the personality of a future specialist in physical education and sports (L. P. Sushchenko). We have clarified the criteria for evaluating "motivation for success" because if you use the proposed author, there is no real distribution, all the results are evaluated as high. We are offered the following limit ranges: 30-41 - "high level", 29-20 - "medium-level"; 19 and below - "low".

Comparing the results of the tests of students of the I-IV courses, it should be noted that the indicators are identical, the main percentage is concentrated at the level of the average results, which indicates a weak sensitivity of the methodology.

This prompted us to analyze more carefully the answers to the proposed questions of the methodology. We have divided them into two parts: those that require affirmative answers and those that require negative answers.

The systematization of the questions that require positive answers allowed us to distinguish three groups of thoughts that we identified according to the percentage of yes and no answers. 45 to 55% of the group's opinion is unstable, 44% and below are negative, 56% and above are the vast majority.

–The following motivational situations were unconditionally confirmed by students of all courses:

- When choosing two options, it is better to do the task immediately than to put it off for later;
- the occurrence of irritation with the incomplete performance of the task;
- goodwill;
- the need for short breaks during work;
- when performing work, count only on yourself;

- the need to count only on yourself;
- the overriding importance of the task;
- with a positive attitude to work, performing it better than others;
- ease of communication with hard-working people;
- tries to do it in the best way when making a decision;
- when working in a team the results are higher;
- the opportunity to take extreme measures to prove their correctness;
- condemning oneself for refusing to complete a task that could be successfully accomplished;
- obstacles stimulate decision making.

Motivational situations, which are more negatively assessed by students, indicate low interest in the work being done and effective incentives. When doing the job, it seems that everything is at stake. "If in the first year it can be regarded as an unstable opinion (46% -"Yes"), then in the II, III and IV years quite convincing (61-68%) is the opposite opinion, which shows a decrease in motivation for the tasks performed.

There are some answers to the prompt, prudent decision-making of the problem situation. The vast majority of students in all courses indicated a quick decision (61-76%). However, the evaluation of this issue by students involved in sports can also be considered in the sense that during the competition there are difficult tactical situations that require rapid decision making.

Condemnation is an inactive stimulus for student work. In the first and fourth years, 49% of students expressed their support for this incentive, 32% for II and 46% for III. Thus, praise is more effective for this category of students.

The problem was the question "in life there are few things more important than money". The developer of the methodology positively appreciated the advantage of money. However, most students do not agree with this, which is positive from our point of view, because it testifies to the recognition of higher life values. 59% of 1st year students, 56% of 2nd year students and 54% of 3rd and 4th year students share this view.

There are some differences in the assessment of some situations by students of different years of training.

Thus, in the absence of cases that can be handled, first-year students lose their peace of mind only in 49% of cases. The 4th year students (54%) have an unstable opinion on this, and II (66%) and III (59%) students are more confident in this. Rigor to oneself is more characteristic of students of III and IV years (61%), to a lesser extent - II students (51%).

Some doubts about the assessment of others as a business person arise in the students of III years (51%) and II years (54%), more confident in their business qualities students of IV year (68%) and I year (59%).

54% of students of II and III courses do not feel joy in leaving for study after the holidays. Somewhat more enthusiasm is evident in IV (59%) and I (56%) courses.

Do not worry too much about the fourth-year students in the absence of cases (49%), in the first year 54%, those who are craving for work, and in the II and III courses, the greatest desire to do business (61%), probably those who have already got involved in the educational process.

They disagree that the successes depend to some extent on the peers of 54% of the 4th year students, maybe because they mean that the results depend only on themselves. In the II, III courses there is no complete unanimity in this issue (51 and 54% respectively).

The majority of II year students (63%) have feelings of envy for those who seek power and status. In I, III and IV courses, about 40% have this feeling.

Thus, 70% of students answered positive answers, 22% of students have an unstable opinion, 8% of students have the opposite opinion.

In the 2nd year, 63% of students agree with the situation, but 18.5% doubt or have a contrary opinion. In the third year, the answers "yes" are the same in 74% of cases, not sure of their opinion - 14.5%, negatively evaluated the situation - 11.5%.

In the 4th year 70% of cases positively evaluated the proposed situation, 18.5% have an unstable opinion, and 11.5% answered negatively.

In the structure of T. Elers' Methods "Motivation for Success," there are 14 questions – situations, with negative answers to which, motivation for achievement is positively evaluated.

In our studies, only three questions were negatively evaluated: question #13, "I am attracted to other work," was answered negatively by 61 to 73% of students, which confirms the correct choice of professional activity for most students, but it is alarming that one-third of students agree with this statement, that is, they are no longer sure the correctness of their choice.

They deny that friends consider them lazy from 59 to 73%, but one-third hold a different view. And they are also negative about the claim that they are not bringing the case to a close. In this regard, they are more categorical and in the third year of such students 85%.

In other questions – situations, students rather confirm the proposed characteristic than refute it.

Yes, most students agree that in some days their successes are below average, which indicates the variability of diligence and not systematic work. Such students range from 51% to 68% in various courses. Also, most students (54-61%) of I, II and IV courses indicate that diligence in work is not their main quality.

It is confirmed with even greater certainty that success in work is not always the same (68-98%).

Students more positively appraised the statement that when they work without urgency, it immediately becomes visible, that is, such a fact is present in their life (73-88% of positive answers).

They postpone what 61-66% of students of all courses need to do urgently.

From 56 to 66% of students are considered stupid to oppose the will of the head. This is due to the leadership role of the teacher in their learning, with which they mostly agree, that is, the assessment will depend on the teacher.

The lack of pre-planning of their actions is confirmed by the answer to the question "Sometimes I do not know what work will have to be done". This is the opinion of the vast majority of students (78-85%). Probably, teachers do not acquaint students with the schedule of independent work in specific disciplines.

Most students are nervous if something goes wrong, and this situation happens in 73-80% of students.

In some questions, students in different courses of thought differ.

Thus, students of 1st and 2nd year (73 and 68% respectively) and less 4th and 3rd year (56 and 49% respectively) are more confident in judging their ambition.

Few students pay attention to their success of IV and III years (66 and 59% respectively) and to a greater extent - II and I years (63 and 54%).

They envy those who are not employed in the work of mostly 1st year students (54%) and to a lesser extent II, III and IV (79 and 66%).

Comparing the number of discrepancies between negative responses and the grade), it should be noted that there are more than positive responses. Students tend to disagree with the statement rather than deny it.

Moreover, there are practically no differences in the answers of students from different courses. It may be difficult for students to answer the questions that require categorical answers "yes", "no", it is easier for them to answer differentiated questions, which have several levels of gradation of the expression of a sign, such as "always", "sometimes", "often". On the other hand, in the negative answers lies the degree of motivation for student success, which can be regarded as low.

The analysis makes it possible to identify limiting factors that prevent the formation of motivation for student success, namely:

- low interest in the types of work performed;
- weak demanding self, lack of self-control;
- the factors of condemnation that prevail over promotion;
- lack of responsible tasks that stimulate activity;
- low level of ambition;
- self-doubt;

- non-systematic work (from attestation to attestation);
- inability to prioritize lessons;
- weak willpower;
- lack of work planning (ignorance of current tasks in the subjects);
- a state of nervousness and anxiety in the event of failure.

Selected factors should be taken into account in the development of organizational and pedagogical conditions of the process of education and physical education of students.

Formation of personality consciousness in the process of student training

Transformation of students' value orientations structure from I to IV years of training and low rating of such values as "self-control", "creativity", "Breadth of views", "efficiency in business", "responsiveness", "intolerance of deficiencies" have led us to a deeper study of students' personalities. The question arises, what is the reason for the lack of formation of important personal priorities that directly influence the motivation to develop their professional activity, improve their athletic skills.

Psychologists call awareness of themselves, their needs, motives, their qualities – self-awareness.

A person's thought about themselves is realized in behavior. R. Frankin uses the term "self-regulation of behavior", which is interpreted as "the ability to use his knowledge of the laws of human behavior in order to achieve goals that will benefit or satisfy him."

According to the author (Bandyra, 1991), self-regulation consists of three processes: self-observation (tracking of one's behavior); self-esteem (judgment about oneself); self-response.

Self-observation always goes into self-esteem, and then there are some effective reactions. According to experimental studies (Epstein, 1991; SeligSan, 1990), success is not related to intelligence, but to the way thoughts of others around the world and of themselves. "I–con-

cept" combines all the knowledge of a person about himself and how he evaluates himself. It exists not only on the conscious but also on the subconscious level, reflecting the unconscious, represented only in experiences, the setting of the person in relation to himself. "

Because self-esteem is at the heart of the formation self-regulation of human behavior, we used to study three methods: "self-esteem", "self-esteem mental state" and "Self-esteem of willpower".

The technique of "self-esteem" allows establishing the level of self-esteem by the results of the correlation between "I– ideal" and "I". According to the interpretation of the data, the correlation index is less - 0.37 and no more +0.37 indicates a weak link or that a person does not have a clear and differentiated view of his "I-ideal" and "I-real". The average group correlation index of the students of the I-IV years of training indicate that the second course clearly expressed a lack of understanding of their "I" (r = 0.24). There are significant differences between the correlation index of 1st year (r = 0.57, S = 0.05) and 2nd year (r = 0.24, S = 0.07) at the level of p <0.01.

The correlation index from +0.38 to +1 indicate a positive relationship between "I-ideal" and "I-real". In the range from +0.38 to +0.89, self-esteem is considered to be adequately overestimated; in the range of +0.9 to +1, self-esteem is considered to be inadequately inflated. Correlation coefficients from – 0.38 to –1 indicate low self-esteem.

Thus, the average index of groups of students of I and IV years can be considered as adequately inflated.

The structure of the first year of students by levels of self-esteem of the personality consists of 56% with adequately raised level, 20% have inadequately inflated level and 24% - with an unformed self-image.

In the second year, the average group correlation coefficient is lower than in other courses (0.24) and this is due to the fact that 54% of students have no connection between "I-ideal" and "I-real", 7% have low self-esteem and only 29% - adequately inflated and 10% - inadequately inflated.

In the third year, the average group correlation coefficient is 0.37, which according to the evaluation system indicates undifferentiat-

ed "I-ideal" and "I am real", however, considering the structure of the group by the level of manifestation of this trait, it turns out that 54% of students have an adequately overstated view, 7% are inadequately raised, i.e. 61%, while the unformed view is 27%, and the self-esteem is reduced – 12%. Actually, this 39 % also affects the decrease in the average group correlation coefficient.

In the IV course, the average correlation coefficient increases to 0.45 and shows the average group adequacy.

However, only 44% of students with adequately high self-esteem stand out in the structure of the group, 32% have a lack of adequate self-esteem, 7% have low self-esteem, and 17% have overestimated self-esteem.

Analyzing the dynamics of the structure of groups of students of different courses, it can be noted that the main changes occur in the II and III courses. In the 2nd year, the distinction between "I-ideal" and "I-real" is broken. This may be due to learning difficulties.

Psychologists believe that the most important for the individual is the difference between "ideal" and "real." Optimally, the "I-ideal" should be ahead of the "I-real" in such a way as to show the individual where and how he or she can aspire and develop. In this case, it is an important source of self-development. In our studies, the highest number of students with adequately high self-esteem enrolls in the first year 56%. It is a testament to the hope of success in learning and the attainment of professional competence. In the II year, their number is reduced almost twice, and then in the III year it rises to 54%, but in the IV graduation course again self-doubt, in their own strength, and the number of students is reduced to 44%.

In cases where self-esteem is inadequately overestimated, the prospect of development is lost, one does not see his / her own shortcomings. The highest number of such students is in the first year (20%) and the fourth year (17%).

With low self-esteem, a person is experiencing intrapersonal conflict and negative experiences and in a particular activity sets too easy

tasks for himself and only achieves the goal that ultimately hinders its development. Such students in II-IV years are of 7-12%.

We were asked to perform a self-assessment of willpower by a questionnaire method.

As a result of graduation, three levels of manifestation of willpower revealed a number of students with "low", "medium" and "high" levels. The analysis of the results shows that there are no students with low levels of willpower in the first and second years. In III and IV years there are 1-2 persons.

According to students' self-esteem, the bulk of I (63.4%), II (68.3%) and IV years (56.2%) have an average level of willpower development. The main problems students experience in such situations are: when their work is uninteresting and they need to be done honestly to the end; when you need to go to mass events on the day off; when you need to keep your promise and deliver on it; it's hard to keep up with the day's regimen and it's hard to break away from an interesting TV show to do urgent work. About 25% answered these questions in the negative, that is, they can overcome themselves, 54% said that this is the case, and 21% cannot withstand these circumstances, which indicates that there is an insufficient level of willpower in these circumstances that directly affect the situation, with the need to perform independent tasks after school, to attend training sessions and to participate in weekends in competitions. This is especially evident in the students of III and IV years, which corresponds to a decrease in interest in sports to improve their sportsmanship, and with an interest in sports in their free time.

Thus, difficulties with the manifestation of the volitional component in the personal characteristics of students can serve as a limiting factor in the process of learning and improving the athletic skills of students of the fourth year.

Self-assessment of mental states in students of I-IV years of training. To investigate such mental states as anxiety, frustration, aggression and rigidity used the method of Eysenck.

Assessment of the selected mental properties involves three levels: low, medium and high.

Anxiety is considered by psychologists [47] as a constantly or situationally manifested property of a person who enters a state of heightened anxiety, fears and anxiety in specific social situations, related to either examination tests, physical activity, or other causes.

The majority of 1st year students (51.2%) have an average level of anxiety, and 48.8% do not experience anxiety at all. Due to the fact that the studies were conducted in the first semester, the students did not pass the session and felt freer after studying in secondary school, they have some relaxation.

In the second year, the number of students with low anxiety levels decreases to 37%, and increases to an average of 63%.

In the third year, there is a certain adaptation to the educational process, reduction of tension and some indifference, which we noted in previous studies. There are 46% of students with low anxiety, with an average of 49%, but already 2 people are experiencing high anxiety. Psychologists often associate a person's anxiety with the expectation of the social consequences of his or her success or failure. Anxiety is thought to be closely linked to stress. On the one hand, anxious emotions can be symptoms of stress, and on the other, the initial level of anxiety determines individual sensitivity to stress.

Sometimes, scientists say, anxiety is natural, adequate, helpful. This is manifested when one has to do something extraordinary or prepare for it. This can be a presentation to the audience or a test.

This type of anxiety is considered normal and helpful because it encourages prepare a presentation, study the material before the exam.

In the fourth year, the anxiety level of the admissible level increases and is noted in 71% of students. Two students have a high level and 24% have a low one, which is the minimum number of all stages of the study. This is probably due to increased responsibility for success and the decision to continue training at the specialist level or to discontinue training and leaving the job.

It helps to clarify the cause of anxiety states of frustration.

In Latin, "frustratio" means "deceit", "failure", "futile expectation", "thought disorder", which is interpreted by psychologists as a mental state that arises in a situation of a real or perceived inability to meet certain needs. It manifests itself in a number of emotional processes such as frustration, anxiety, irritation, and even despair. However, in a state of frustration, people can still struggle to get what they want, even if they don't know exactly what to do to succeed.

The selection of three levels of frustration shows that the lowest level has the highest number of students in the third year (78%), in the fourth year – 63%, in the first year – 56.1%. The lowest number of students with a low level of frustration in the second year (39%). Eysenck considered [58] that such personalities did not have high self-esteem, resistant to failure and not afraid of difficulty. These data are consistent with the results of the methodology of self-esteem. In the second year, only 29% of students have self-esteem and 7% are undervalued, which justifies the lack of frustration. In the III year 67% have adequately overestimated and lowered self-esteem, in IV – 51%, and in the II course – 56%.

The average level of manifestation of this property indicates the presence of frustration. This is most pronounced in the second year – 59%, when there is an adaptation to the educational process. The first year also has a rather high percentage of students with a mean level of frustration (43.9%), which also indicates some anxiety about achieving its goals.

In the 3rd year, there is complete calm, only 19.5% have frustration and one person has a high degree of anxiety (16 points). In the fourth year, anxiety increases and frustration is noted in 37% of students.

Aggressiveness is seen as a persistent characteristic of the subject, reflecting his tendency to behave with the aim of causing harm to the environment, or a similar affective state (anger).

For athletes, the term "aggressive" has become used as a characteristic, which means perseverance in overcoming obstacles and being active in achieving goals.

Many scientific ideas about aggression are based on the theory of John Dollard [138], who argues that the occurrence of aggressive behavior is always due to the presence of frustration, and vice versa – the presence of frustration always entails some form of aggression. Frustration can be caused by many different reactions and only one of them is aggressive.

However, frustration performs a protective function for the body, creating a new motivation aimed at overcoming obstacles to the realization of initial motives. The situation in which such an obstacle arises is called stress. For example, if a youngster is afraid of losing in the competition because his prestige will suffer, he is constantly frustrated. Aggression is the most natural and more common reaction to frustration. The purpose of aggression, in this case, is to eliminate the obstacle.

In our studies, the majority of students had an average level of aggression. The calmest and sustained (low level of aggression) are students of the second year (34%), then the third year (29.3%), the first year (26.8%), and in the fourth year there is only 17%. In IV and III years of training there are 7% of students of aggressive, unsupported students who have difficulty in communicating with people, which is not compatible with the profession of physical education teachers.

In the fourth year, the highest number of students with average levels of aggression (76%), which is the same as the number of students with average levels of anxiety. Correlation analysis showed that "aggressiveness" and "anxiety" have a correlation index of 0.40 ($p < 0.01$) in these students, and $r = 0.29$ with "frustration", that is, anxiety and uncertainty causes a defensive reaction in the attack on others.

Self-esteem. Using the WAM questionnaire allows you to subjectively assess your well-being (W), activity (A), mood (M). Although these characteristics may fluctuate throughout the day, we can have a well-rounded sense of the well-being of students in different courses. To clarify the data, we compared not only the arithmetic mean, but also the distribution of indicators within the group to the "average", "raised" and "lowered".

The average score of the "well-being" index is the lowest in the second year (4.82 ± 0.78), which is significantly different from the students of all other courses ($p < 0.05$).

In the second year, the highest percentage of students who have an "average" level of manifestation of this condition (83%). The highest number of students with a high level of "well-being" in the third year (29%) and in the first year – 22%.

The average "activity" score for students in all years is approximately at the same level (4.7-4.9 points). There are quite a large number of students with low activity levels, especially in the second year - 26%. In the 1st, 3rd and 4th, their number is approximately the same 15-19%.

The mean "mood" score is highest in the third year (5.77 ± 0.72), lowest in the second year (5.12 ± 0.99). These courses also show the highest number of students who are in a bad mood (15%).

However, not only the values of individual indicators but also their status is important in the analysis of the functional state. In the resting person, the ratings of well-being, activity, and mood are about the same. As the fatigue, the ratio between them changes due to the relative decrease in well-being and activity compared to mood.

Comparing the average score of well-being and activity with the average mood score, we can conclude that in all years of training the last indicator is higher in the range of 6-10%. In the first year, the mood is higher than the other two indicators by 6.3%, in the second year – by 7.3%, in the third year by 10.3%, in the fourth – by 7.7%, i.e. fatigue of students is everywhere. However, given the low scores on the state of health and activity of the students of the II year, it is possible to qualify this condition as functional stress, connected with the adaptations of students to the educational process in the higher education institutions.

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