

PECULIARITIES OF THE INDIVIDUAL PROFILE OF THE PERSONALITY OF STUDENTS IN THE MEDICAL INSTITUTION OF HIGHER EDUCATION

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Abstract: The article presents the results of a study of the psychological characteristics of students in grades 1-4 through questionnaires. The following were studied: students' attitude to their physical 'Self'; gender differences were established in the perception of own physical development by boys and girls of different levels of physical fitness; the individual profile of the physical 'Self' of the individual was determined. For effective teaching impact on each individual, it was necessary to study students' self-esteem, which can be favorable for stimulating students' self-improvement through physical education. For effective teaching impact on each individual, it was necessary to study students' self-esteem, which can be favorable for stimulating students' self-improvement through physical education. The impact of self-assessment of physical development and health as a subjective indicator had a remarkable effect on the study results, based on objective indicators of physical fitness levels and the frequency of morbidity. The study confirmed that reflection in physical culture and sports is important for the development of students' personalities. We found that achievement needs among older boys are higher than among girls. When studying the age characteristics of the need for student achievement, it was found that the number of girls with low levels of need for achievement raises with age, while in boys, the situation is the opposite. The low level of achievement needs is mostly among young men and women who do not play sports.

Keywords: Motivation, Physical education, Self-description, Self-development, Students.

1 Introduction

Reforming in the education and health care system creates new requirements in the formation of new types of specialists who must not only master the specialty, but also have communication skills, business communication, be able to adapt to new changes, be physically and mentally developed, stress-resistant and independent. Training in higher educational institution is intense mental work, which is performed in conditions of time shortage, and in distance learning – against the background of a sharp decrease in motor activity. An effective measure to increase the overall mental capacity in the context of student health is to increase their physical movement activity by performing physical exercises in the process of independent physical education [3, 7, 19, 12-15, 16, 20, 22].

Gradually reduced, and later completely changed to the distance one, share of full-time physical education classes in the higher educational institution cannot fully fill the deficit of physical activity of students, ensure the restoration of their mental capacity, prevent diseases that develop against chronic fatigue. The solution of this problem is facilitated by independent classes of students in physical exercises according to the proposed algorithm of the teacher. Neutralization of negative trends in the individual physical health of modern students is becoming a necessary measure. According to regulations, there is a need to regulate balanced physical activity, to organize individual physical education as components of a healthy lifestyle of young people.

Independent physical exercises in distance learning should be provided with pedagogical support of the teacher. At the same time, the consultative form of teaching at regulation of activity of students on of higher education institutions' curricula by means of the diary of physical self-development is offered. The priority of education is to encourage self-development, the desire for motor creativity, the development of organizational skills.

2 Materials and Methods

One of the main directions in the process of physical education of students should be activities aimed at maintaining mental and physical health. Unfortunately, the specific orientation in the use of means, methods of physical education gradually leads to the departure of education from physical culture. As a result, physical education, as a discipline in the higher educational institution does not fully fulfill its important function – the

formation of the value attitude of the individual to own physical improvement [1, 2, 4, 5, 6, 9, 15-18, 20-22]. Therefore, the issue of motivating students to engage in physical culture and sports should be given considerable attention.

Today, Ukraine has formed a new educational paradigm, the priority of which is humanization, consideration of the innate potential of each person, its harmonious development, including physical, which leads to a situation that provides new educational needs that can be met improving the forms, means, and technologies of learning, especially in distance learning. Motivation theories of Maslow, Aseev, Leontiev, Markova, Faizullayev, Heckhausen, and other scientists show that motivation is the driving force of behavior and activity of personality. There are different approaches to the classification of motives. Scientists Markova and Poluyanov separate external and internal motivation. The theory of motivation for motor activity, proposed by Krutsevich [20], has a combination of external and internal factors that play a key role in shaping the motivation for motor activity. Obviously, in order to form a strategy for involving pupils and students in regular physical education classes, it is necessary to pay attention to the interests, motives, values in the field of physical culture, their attitude to physical activity. It is not enough to focus on only one of the indicators of biological or psychosocial system, but it is necessary to take into account not only physiological and morpho-functional features of boys and girls, but also the whole complex of biological and social personality traits, implementing self-development strategy in the process of physical education [10, 12-14].

The purpose of the study is to form the organizational and methodological conditions of value orientations for the physical self-development of students in an independent mode of study.

As research methods, we used test questionnaire by Bochenkova "Self-description of physical development", which is a modified version of the well-known method of Prikhozhan [5].

3 Results and Discussion

According to the questionnaire, 611 students took part in our study, of which 403 (66%) were girls and 208 (34%) were boys.

The test results show a number of indicators of physical development of the individual: "global physical Self", "motor coordination", "self-esteem", "slimness of the body", "physical activity", "power", "health", "sports ability", "mobility", "endurance", "appearance". The indicator of general self-esteem was calculated as the ratio of the obtained indicators with standard norms. Thus, the features of self-esteem of boys and girls were evaluated and the obtained results were compared. The study established the limit of adequacy of each respondent's own assessment of their appearance, strength, their own achievements in sports and regularity of training, coordination skills and their own health. Attention should be paid to the statements of the scales "health" and "self-esteem", which were characterized by the predominance of opposite trends: either the maximum manifestation of the proposed parameter or its absence. The parameters of "appearance" included the physical data of the subject, his constitution and physique. A high level of self-esteem could indicate personal immaturity, lack of understanding of adequate performance or comparison with peers. This attitude towards oneself, on the one hand, indicates self-confidence, and on the other hand indicates a violation of personality formation, closeness to experience, non-perception of own mistakes, remarks of the social environment. Underestimation of oneself also has an adverse effect on personality development. Low self-esteem can indicate two psychological phenomena, such as "protective" insecurity, in the form of declaring own incompetence, and in the form of lack of abilities, which allows making no effort to overcome obstacles and troubles.

The most statistically significant was the fact that young people overestimated the following parameters: "power", "sports ability", "global physical Self", "health". The girls rated the "appearance" and the "global physical Self" the highest, which indicates the priorities of an attractive appearance over health and the level of physical fitness at this age. There was also a tendency to reduce attention to physical activity, sportsmanship and qualities in the general system of values of young people.

Taking into account the data on self-esteem of physical "Self", appearance and level of physical fitness, in order to determine the students' ability to conduct their own reflection, we considered their level of need to succeed.

As a result, we found that the level of achievement needs among older boys is higher than among girls. When studying the age characteristics of the need for student achievement, it was found that with age, there are more girls and less boys with low levels of need for achievement. The low level of achievement needs is observed mostly among young men and women who do not play sports.

Thus, to implement the process of forming students' needs for physical self-improvement and self-development, they need to conduct both formal and substantive reflection on their own actions, and this involves a range of skills:

- To control their own motor activity;
- To control the performance of physical exercises during independent work, including remote one;

- To determine the sequence of stages of self-improvement, based on the reflection of past activities;
- To transform the self-analysis of the actions that have taken place and to analyze new ones depending on the purpose and conditions.

Our study covers undergraduate students of I-II years of study with compulsory study of the subject of physical education and students of subsequent III-IV years without compulsory physical education classes. First, we will consider the attitude of boys and girls of the I-II years of study to their physical "Self" and determine the features of self-description of their physical development (Table 1). To compare the results of the self-description of physical development on individual scales, we chose relative indicators - for this purpose, the absolute scores were translated as a percentage of the maximum score (% of the maximum score) (according to Bochenkova). Thus, the average values of both boys and girls range from 72% to 85% of the maximum score, which generally indicates a slightly inflated level of students' perceptions of their physical fitness.

According to the average score, the first- and second-year students scored the highest on the following scales: "slimness of body" (95.9% of the maximum score), "motor coordination" (88.7%) and "global physical "Self" (86, 6%). In girls of the I-II course, "endurance" received the highest score (93.7%), followed by the following indicators: "slimness of the body" (86.8%) and "sports ability" (85.6%) (Table 1).

Table 1: The average value of the questionnaire "Self-description of physical development" (I-IV course), (% of maximum score), (n = 611)

Year		Health (48)	Motor coordination (36)	Physical activity (36)	Slimness of the body(36)	Sports abilities (36)	Global physical Self (36)	Appearance (36)	Power (36)	Mobility (36)	Endurance (36)	Self-esteem (48)	Overall level of self-description (420)
I-II	boys	85.00	88.70	80.19	95.93	80.56	86.67	72.96	78.33	83.89	80.56	85.42	83.32
	girls	75.81	85.04	90.69	86.82	85.63	83.25	72.54	74.92	84.64	93.77	84.22	84.15
III-IV	boys	81.18	80.92	74.87	78.06	79.12	79.77	73.24	75.36	72.91	80.59	81.24	77.61
	girls	83.11	86.44	78.82	86.58	79.46	84.37	84.23	77.61	81.31	75.47	86.42	82.07

Comparing the self-assessment of the physical "Self" in junior courses for boys and girls, we find that in the first and second year, boys, from eleven indicators of physical development, rated eight higher than girls. On the other hand, in the third-fourth year the situation changed somewhat: according to almost all scales of physical development self-description, boys' self-esteem is equal to girls' self-esteem, and on the scales of global physical "Self", "power" and "endurance" scales it becomes lower. The analysis of self-assessment of the development of physical qualities and physical "Self" of young men of I-IV courses indicates their weak level of physical fitness and insecurity in their own appearance. The worst performance of the boys was marked by scales: "appearance" and "mobility", while "self-esteem" has one of the highest scores. Girls of this age group, assessing their own physical "Self", gave the highest score to the following physical qualities: "slimness of the body", (I-II year: 86.8%, III-IV year: 86.6%), "self-esteem" (I-II year: 84.2%, III-IV year: 86.4%) and "global physical Self" (I-II year: 83.2%, III-IV year: 84.4%). At the same time, there is low physical activity in III-IV years and underestimation of strength abilities. The scale "global physical "Self" gives a general assessment of the physical condition of respondents, i.e., allows getting aggregate data on the level of development of their own physical qualities and health, as well as appearance. According to this scale, young men and women have a slightly inflated self-esteem.

There is a tendency attracting attention - decrease is observed in self-esteem of young men in points from I-II to III-IV years on qualitative characteristics: health (from 85.4% to 81.2%), motor coordination (from 88.7% to 80.9%), physical activity (from 80.2% to 74.5%), power (from 78.3% to 75.4%). The same goes

for girls. Comparing the self-description of physical development of boys and girls, we find that with a low level of physical activity and low self-esteem of physical qualities, in young men there is overestimated overall self-esteem and self-health. Girls of I-II years with low physical activity, underestimation of own physical qualities, have too high overall self-esteem and overestimate the slenderness of their body. That is, at this age, young men and women with low self-esteem of physical qualities consider themselves quite attractive. However, the difference between the scores in the age groups of boys and girls of I-II years and III-IV years is not significant, so we continued to pay attention to the difference in various parameters of this distribution.

Having studied the indicators of self-description of physical development of boys and girls of different age groups, we determined the general level of self-assessment of physical development of students. The results are presented in Table 2. The study of the general level of self-esteem of physical development of students revealed the dominance of mostly high level.

Table 2: The general level of self-assessment of physical development of students, (n = 611), %

The level of self-esteem	Girls I-II years, n=217	Boys I-II years, n=103	Girls III-IV years, n=186	Boys III-IV years, n = 105
Over-evaluation	30.20	10.00	17.53	30.10
High	60.80	73.00	59.95	55.56
Average	0.00	17.00	22.52	12.6
Low	0.00	0.00	0.00	1.94

This is most evident at the I-II years of study. With age, the self-esteem of respondents, regardless of gender, becomes more realistic. However, boys have a higher self-assessment score for physical development than girls.

As N. Moskalenko emphasizes, self-esteem indicates the degree of development of an individual's sense of self-esteem, self-worth and positive attitude to everything that falls within the scope of his "Self". Therefore, low self-esteem implies rejection of oneself in the present state, and feeling of a negative attitude towards own personality [22]. Listening to the scientist's opinion, to determine the critical periods of low self-esteem of students' physical development, we took an indicator of their "high" overall self-esteem. We found that high self-esteem of physical development is most common in both boys and girls in the first and second years of study.

According to the results, we also identified some indicators of physical development and excessive attention to certain qualities and character traits of boys and girls that are valuable to them (Figure 1, 2). Reassessment of one's own physical qualities can be interpreted as the desire of young people to direct their opportunities to improve their level of physical fitness. That is, overestimated own capabilities may have individual value for respondents. Among these, young people include the following: "slimness of the body", "motor coordination", "global physical Self", "self-esteem".

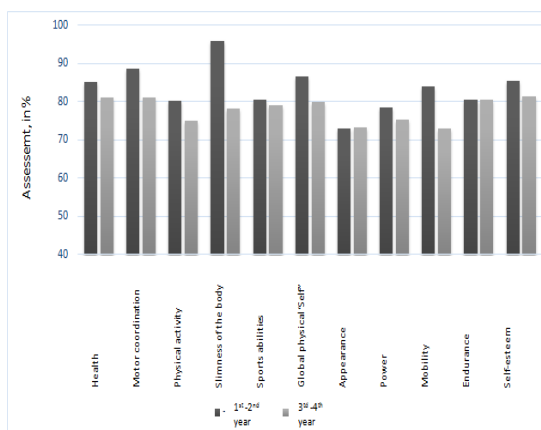


Figure 1 – Comparative characteristics of the questionnaire “Self-description of physical development” of boys of different years of study

There is a decrease tendency in certain values of physical activity with age. Underestimated ones in junior students were: “endurance”, “mobility”, “power” and “appearance”. The following indicators were underestimated for senior students: “power” and “physical activity”. For junior girls, the “global physical Self” and “slimness of the body” can be significant and affect their motivation to engage in physical activity, as their self-esteem increases with age (Fig. 2). Although girls' self-assessment of physical qualities becomes more realistic in senior years of study, the following indicators of physical development have been significant for them: “health”, “self-esteem”, and “motor coordination”.

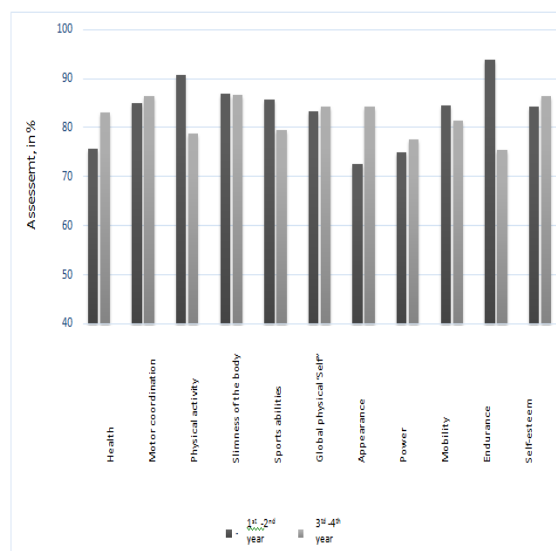


Figure 2 – Comparative characteristics of the questionnaire “Self-description of physical development” of girls of different years of study

Given the fact that the number of observations of respondents is quite large, we conducted a factor analysis with varimax rotation and isolation of the main components. A total of 11 indicators were included, and factors that accounted for at least 6% were interpreted. In the factor matrix of indicators of self-description of physical development of students, two factors were identified: “physical fitness” and “appearance” (Table 3).

Table 3: Matrix of returned components of factor analysis of the questionnaire indicators “Self-description of physical development”

	Factors	
	1	2
Endurance	0.852	0.123
Sports abilities	0.813	0.333
Motor coordination	0.802	0.243
Physical activity	0.778	0.051
Power	0.734	0.259
Mobility	0.627	0.179
Health	0.376	0.149
Appearance	0.111	0.891
Global Physical Self	0.463	0.787
Self-esteem	0.256	0.789
Slimness of the body	0.123	0.679

The first factor (37.2%) included 7 components with correlation coefficients from 0.376 to 0.852, which indicates a sufficient informativeness of the method “Self-description of physical development” in determining the importance of its components. These components characterize the sports orientation of the respondents: “sports ability”, “endurance”, “physical activity”, “motor coordination”, “strength”, “flexibility”, “health”. We interpreted this factor as “physical fitness”. The second factor has a 25.5% variance contribution and contains 4 components that characterize the appearance of respondents: “appearance”, “global physical Self”, “self-esteem”, “slimness of the body”. We interpreted this factor as “appearance”. As a result of factor analysis, new variables were formed: Factor 1 and Factor 2, which accumulated the impact of the indicators included in them.

4 Conclusion

In the course of the research, the interdependence of the sphere of realization of students' activity and the sphere of self-consciousness and self-assessment of young men and women in the process of forming the level of personal need for success was determined. The most statistically significant was the fact that young people overestimated the following parameters: “power”,

“sports ability”, “global physical Self”, “health”. The girls rated the “appearance” and the “global physical Self” the highest, which indicates the priorities of an attractive appearance over health and the level of physical fitness at this age. There was also a tendency to reduce attention to physical activity, sportsmanship and qualities in the general system of values of young people. Thus, the results of the scientific experiment allow asserting the existence of significant differences in relation to the own health in students of different years of study, which has a direct impact on their level of overall self-esteem. Boys directly associate self-esteem with their strength and physical activity, girls - with appearance and motor coordination. The study confirmed that reflection in the field of physical culture and sports is important for the development of students' personalities. It creates a holistic view of young men and women about the goals, content, forms and means of physical education, which allows them to be critical of themselves and their activities in the past, present, and future, and represents one of the components of the necessary motivational structure of personality. Taking into account the data on self-assessment of physical “Self”, appearance and level of physical fitness, in order to determine the ability of students to conduct their own reflection, the student level of need to achieve success was considered. As a result, we found that the level of achievement needs among older boys is higher than among girls. When studying the age characteristics of the need achievement in student, it was found that with age, there are more girls and less boys with low levels of need for achievement. The low level of achievement needs is observed mostly among young men and women who do not play sports.

The prerequisites for the development of the algorithm of self-development were generalized in order to create a special social microenvironment in which the greatest incentives for the development of creative dedication, efficiency, training, sports, volunteering arise. At the same time, we propose to maintain psychological comfort, stimulate the disclosure of psychophysiological potential of the individual, actualize the process of self-improvement of students. In the implementation of this strategic direction, students will develop responsibility for their own health in the structure of general cultural development, which is manifested in the stylistic features of behavior to build themselves as full-fledged persons in moral, spiritual, and physical aspects of life. Such an organization of physical education of young people will act as a model of social relations in open society of successful and healthy people.

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