

MOTOR ACTIVITY AND MOTIVATIONAL PRIORITIES OF STUDENT YOUTH IN UKRAINE

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Abstract: The article presents the data of the analysis of the preconditions for the development of the algorithm for programming students' independent classes in physical education of higher education institutions of Ukraine. The individual interests and needs of students for physical culture and sports during school hours and in independent classes are studied. The purpose of the study is to analyze the prerequisites for developing an algorithm for programming independent classes of students, clarifying certain issues of motivation for independent physical exercises in order to find the most optimal means and methods of training and sports and mass work, identifying individual interests and needs for physical education and sports during school hours and during independent classes. The study identified some issues of motivation for independent exercise in order to find the most optimal means and methods of training, sports, and mass work. Differences in self-assessment of physical health, physical fitness and their significance in the self-description of physical condition between students engaged in physical education in the I-II courses, and those who do not have this cycle of the program in the III-IV courses are shown. Studies of value orientations in the field of physical culture and sports have revealed a relationship with lifestyle, temperament, emotional state, genotype, and the content of the process of physical education. The considered preconditions of designing of algorithm of self-development were generalized for the purpose of creation of the special social microenvironment in which stimuli to development of creative self-sacrifice, increase of working capacity, educational, sports, volunteer activity arise the most.

Keywords: Independent classes, Physical education, Self-development, Students.

1 Introduction

The growing rate of decline in the level of physical fitness, physical development, and health of Ukrainian students requires special attention of scientists, especially during the global pandemic. As it is shown by many researchers [1-14], the reasons for low physical fitness and health of students include the lack of attention to physical education classes from preschool education and throughout the period of youth education. The largest risk group, which is characterized by high mental and emotional load caused by mental work, which occurs in the absence of time, in combination with stress and nervous tension, is student youth.

According to the analysis of the scientific literature [15-31], one of the main reasons that affect the health of students is a lifestyle in which a significant role is played by a lack of physical activity. Physical education as a discipline of higher education not only aims to solve educational and health problems, but also provides a careful attitude to own health, active life position, the desire to practice sufficient physical activity in the desired forms and types of its manifestation. Students' attitudes toward compulsory physical education can be viewed by students from a variety of perspectives. After all, paying attention to their attitude to this subject, it is possible to influence the minds of young people thus improving the process of physical education.

The purpose of the study is to analyze the prerequisites for developing an algorithm for programming independent practices of students; clarifying certain issues of motivation for independent physical exercises in order to find the most optimal means and methods of training and sports mass work, identifying individual interests and needs for physical education and sports during class hours and during independent exercises.

The aim of the study was to find out the differences between students who are engaged in physical education in the I-II years of study, and those who do not have this cycle in the program in the III-IV years.

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

We conducted a study of value orientations in the field of physical culture and sports of first and second year students who attend physical education classes, and third-fourth year students who do not engage in physical culture. They had differences that may be related to lifestyle, temperament, emotional state, genotype and the content of the process of physical education.

2 Material and Method

Sociological methods used include questionnaires to determine the motives, interests of students to the types and forms of physical education. Methods of mathematical statistics were applied to process the results.

The sample of participants who answered questions of questionnaires consisted of 403 girls-students (1st-4th years of study) and 208 boys (1st-4th years of study).

3 Results

The results of the questionnaire data allowed paying attention to the differences in the study of the need-motivational sphere of students, showing the difference in the features of their manifestations (Table 1).

Table 1: Sports and physical activities that students are engaged in

| | Girls I-II year, n = 217 | | Boys I-II year, n = 103 | | Girls III-IV year, n = 186 | | Boys III-IV year, n = 105 | |
|------------------------------------|--------------------------|------|-------------------------|------|----------------------------|------|---------------------------|------|
| | n | % | n | % | n | % | n | % |
| involved in sports | | | | | | | | |
| yes | 168 | 77.4 | 88 | 85.4 | 96 | 51.6 | 43 | 41.0 |
| no | 49 | 22.6 | 15 | 14.6 | 90 | 48.4 | 62 | 59.0 |
| Sports, clubs | | | | | | | | |
| athletics | 15 | 8.9 | 7 | 8.0 | 12 | 12.5 | 3 | 7.0 |
| powerlifting | 4 | 2.4 | 11 | 12.5 | 2 | 2.1 | - | - |
| football | 2 | 1.2 | 9 | 10.2 | - | - | 6 | 14.0 |
| volleyball | 21 | 12.5 | 8 | 9.1 | 9 | 9.4 | 7 | 16.3 |
| basketball | 2 | 1.2 | 6 | 6.8 | - | - | 8 | 18.6 |
| dancing | 28 | 16.7 | 3 | 3.4 | 14 | 14.6 | - | - |
| gymnastics | 11 | 6.5 | - | - | - | - | - | - |
| gym | 46 | 27.4 | 21 | 23.9 | 22 | 22.9 | 8 | 18.6 |
| fitness | 32 | 19.0 | - | - | 31 | 32.3 | - | - |
| judo | - | - | 2 | 2.3 | - | - | 2 | 4.7 |
| boxing | - | - | 2 | 2.3 | - | - | 1 | 2.3 |
| table tennis | 3 | 1.8 | 8 | 9.1 | 4 | 4.2 | 4 | 9.3 |
| swimming | 2 | 1.2 | 2 | 2.3 | 2 | 2.1 | 2 | 4.7 |
| karate | 2 | 1.2 | 5 | 5.7 | - | - | 2 | 4.7 |
| sambo | - | - | 4 | 4.5 | - | - | - | - |
| number of workouts per week | | | | | | | | |
| 2 | 56 | 33.3 | 12 | 13.6 | 44 | 45.8 | 10 | 23.3 |
| 3 | 68 | 40.5 | 28 | 31.8 | 28 | 29.2 | 19 | 44.2 |
| 4 | 16 | 9.5 | 26 | 29.5 | 14 | 14.6 | 9 | 20.9 |
| 5 and more | 28 | 16.7 | 22 | 25.0 | 10 | 10.4 | 5 | 11.6 |

Thus, according to the analysis of personal data, 168 (77.4%) girls and 88 (85.4%) boys of the I-II courses go in for sports, while a much smaller percentage of students of the III-IV courses - 96 (51.6%) girls and 43 (41%) of boys - confirmed their participation in sports. During the two years of study, the number of girls engaged in sports decreased by almost 20%, and the number of boys halved from 85.4% to 41%. This indicates a significant shortcoming in the sports and mass work in the educational institution, in the promotion of HLS, in the educational work of the institution, in the insufficient amount of free hourly resources of students.

Among girls, fitness sections were the most popular, attended by 32 (19%) girls of I-II courses and 31 (32.3%) girls of III-IV courses. Among the young men, the largest number of students attend the gym in both I-II courses and III-IV courses - 22 (12.9%) and 8 (18.6%) young men, respectively.

Slightly lower level of interest in girls was in dancing: 28 (16.7%) girls of I-II courses and 14 (14.6%) girls of III-IV year, and boys, accordingly, interested in playing basketball: in I-II year - 6 (6.8%) and 8 (18.6%) in the III-IV year. The majority of students continue their own traditions before playing sports that they acquired at school, so in the first and second years, in girls the next in the ranking was the volleyball section - it was attended by 21 (12.5%) girls and 8 boys (9.1 %), and in the III-IV years there were 9 girls left (9.4%) and 7 boys (16.3%). According to their own observations, students are more willing to attend sections led by familiar favorite teachers, whose personality and skills play a crucial, influential role. Therefore, the sectional form of organization of physical education classes should be a secondary, concomitant part of the pedagogical process, and not as the main one. Most of the sports listed among students disappear in the third-fourth year, because the new place of residence and study does not fully meet the needs of students. Thus, in the first and second years 11 (6.5%) girls were engaged in gymnastics, and in the third-fourth years, there were no students left in this sport; the boys could not continue classes in some martial arts. In the first and second years, 4 boys (4.5%) attended the sambo section, 5 (5.7%) – karate, 2 (2.3%) were attending boxing, and in the third and fourth years, no students took part in the sambo section, while in the karate section the number of students decreased to 2 (4.7%) boys, in boxing to 1 (2.3%) boys.

In the first-second year, the athletics section was attended by 15 (8.9%) girls and 7 (8%) boys, and in the third-fourth year the number of girls increased to 12 (12.5%), and 3 boys remained (7%). In the swimming section, the number of participants remained unchanged in the first-second year and in the third-fourth year, 2 girls and 2 boys in each sample.

In the first-second year, the largest number of students - 68 (40.5%) girls and 28 (31.8%) boys - have a desire to play sports 3 times a week, a slightly smaller percentage of girls 56 (33.3%) have a desire to play sports 2 times a week, and 26 (29.5%) boys, on the contrary, want to exercise more often, 4 times a week. At the same time, 28 (16.7%) girls and 22 (25%) boys like to go in for sports almost every day, which indicates a professional attitude to sports.

In the third-fourth year, the number of athletes who train about 5 times a week decreased for girls to 10 (10.4%), and for boys to 5 (11.6%) students. In these courses, almost half of 44 (45.8%) girls want to play sports less than in the I-II courses - 2 times a week, and 19 (44.2%) boys have left the desire to play sports 3 times a week. This indicates a change in the habits and interests of students in the other direction.

In own study according to the personal data (Table 2), the largest number of female students 178 (82%) of I-II year aim to improve their own health, while for 67 (65%) boys, in the same period of study, in the first place there is the purpose of physical activity as self-affirmation. Further, according to the rating, 65 (41%) girls wanted to achieve harmonious bodybuilding, 78 (36%) girls planned to enjoy physical activity, and 76 (35%) girls saw the goal of active leisure. Among first- and second-year girls, 52 (24%) girls saw a goal to increase their physical fitness, that is significantly less than 60 (58%) boys of the same years, which indicates quite different gender priorities. Comparing the quantitative distribution of female students, choosing the goal of normalizing body weight in girls of I-II year and III-IV years, it is possible to note that in the first group there was a fifth of female students (43 (20%)), but in the following courses, the number of female students increased significantly - 126 (68%). This is confirmed by numerous studies on the problem of gradual increase in overweight in the population. In the first-second year, only 10 (10%) boys are concerned by this question, but in the third-fourth year the number of such students increases to 17 (16%) people.

Table 2: Analysis of students' goals for sports

| Aim | Girls I-II year, n=217 | | Boys I-II year, n=103 | | Girls III-IV year, n=186 | | Boys III-IV year, n = 105 | |
|-----------------------------------|------------------------|----|-----------------------|----|--------------------------|----|---------------------------|----|
| | n | % | n | % | n | % | n | % |
| Increase physical fitness | 52 | 24 | 60 | 58 | 37 | 20 | 68 | 65 |
| Enjoy physical activity | 78 | 36 | 44 | 43 | 86 | 46 | 89 | 85 |
| Achieve high sports results | 22 | 10 | 36 | 35 | 52 | 28 | 38 | 36 |
| Take part in competitions | 26 | 12 | 15 | 15 | 11 | 6 | 26 | 25 |
| Improve own health | 178 | 82 | 23 | 22 | 158 | 85 | 47 | 45 |
| Achieve harmony of body structure | 141 | 65 | 41 | 40 | 100 | 54 | 68 | 65 |
| Normalize body weight | 43 | 20 | 10 | 10 | 126 | 68 | 17 | 16 |
| For self-affirmation | 17 | 8 | 67 | 65 | 19 | 10 | 58 | 55 |
| Actively spend leisure time | 76 | 35 | 49 | 48 | 84 | 45 | 86 | 82 |
| To communicate with friends | 98 | 45 | 62 | 60 | 108 | 58 | 69 | 66 |

A rather small percentage of female students in the first two years see the goal of achieving high sports results, it is 22 (10%) girls, the number of boys was 36 (35%) boys, which indicates a much greater sports orientation of boys. However, by the third-fourth year, interest in sports results among girls increased to 52 (28%) girls, and in boys to 38 (36%) boys, which indicates the consolidation of interest in the chosen sport over time in both girls and young men. The desire to participate in competitions among girls did not change significantly from I-II years to III-IV years, while 26 (12%) girls of I-II years and 11 (6%) girls of III-IV years had such desire. For boys, this goal was quite significant both in the first-second year in 36 (35%) students and in the third-fourth year in 38 (36%) students.

4 Discussion

According to scientists, the most informative is social interaction, as only in the course of activity the consciousness of the individual is formed and developed. In this study, almost half - 98 (45%) girls of I-II year are engaged in various types of physical activity to be able to find a circle of like-minded people and communicate with them, while the number of peers of boys in this subgroup is much more than 62 (60%), and up to III-IV year, the vast majority - 108 (58%) girls and 69 (66%) boys - enjoy socializing with friends during physical education and sports. Namely this positive dynamics testifies to the effective work of specialists in this field and stimulates researchers to systematize old and develop new methods of researching interests and motives, and encourage young people to a conscious attitude to exercise and the chosen sport.

Optimization of the educational process with the introduction of new domestic and foreign forms of training for physical culture mass work is impossible without clarifying the attitude of students to physical education, the benefits of forms of exercise, and without clarifying the causes of negative attitudes to physical education (Table 3).

Thus, in the first-second year, there were 184 (85%) girls who have a positive attitude to physical education, while in boys those satisfied with the classes were a little more than 95 (92%) students; by the third-fourth year, the number of female students with a positive attitude to practical classes decreased to 140 (75%), and among boys, on the contrary, the number of satisfied students increased to 100 (95%). This may indicate that the organization of the educational process is more adapted to boys than to girls. The members of the national teams involved in

sports sections are 22 (10%) girls and 25 (24%) boys of the I-II year, and already in the III-IV year, the number of girls almost has not changed 19 (10%), but the percentage of boys-members of the national teams of the University decreased to 19 (18%) people. Weakening of motivation to play sports in senior students is due to the lack of compulsory practical classes and credit for physical education, which is the main incentive for students.

Table 3: Attitudes of students to physical education classes

| | Girls I-II year, n=217 | | Boys I-II year, n=103 | | Girls III-IV year, n=186 | | Boys III-IV year, n = 105 | |
|--|------------------------|----|-----------------------|----|--------------------------|----|---------------------------|----|
| | n | % | n | % | n | % | n | % |
| Do you like physical education classes: | | | | | | | | |
| yes | 184 | 85 | 95 | 92 | 140 | 75 | 100 | 95 |
| no | 33 | 15 | 8 | 8 | 47 | 25 | 5 | 5 |
| What forms of exercise do you prefer: | | | | | | | | |
| Physical education classes | 113 | 52 | 57 | 55 | | - | | - |
| Classes in sports sections in extracurricular activities | 22 | 10 | 25 | 24 | 19 | 10 | 19 | 18 |
| Sports and wellness classes in fitness centers | 43 | 20 | 6 | 6 | 78 | 42 | 26 | 25 |
| Independent exercises | 39 | 18 | 15 | 15 | 89 | 48 | 60 | 57 |
| What you do not like in conducting physical education classes | | | | | | | | |
| I like everything | 165 | 76 | 75 | 73 | 140 | 75 | 84 | 80 |
| Time schedule of classes | 4 | 2 | 8 | 8 | 22 | 12 | 11 | 10 |
| Uniformity of exercises | 2 | 1 | 4 | 4 | 4 | 2 | - | - |
| I don't like everything | 4 | 2 | 2 | 2 | 2 | 1 | - | - |
| Changing clothes | 2 | 1 | 1 | 1 | | - | - | - |
| Not enough inventory and lack of modern equipment | 9 | 4 | 4 | 4 | 4 | 2 | - | - |
| Criticism of friends | 2 | 1 | 1 | 1 | | - | - | - |
| Rare holding | 2 | 1 | 5 | 5 | 2 | 1 | 8 | 8 |
| Run | 4 | 2 | | | | | | |
| Lack of desire | 17 | 8 | 2 | 2 | 2 | 1 | | |
| Standards | 4 | 2 | | | 11 | 6 | 2 | 2 |

Self-esteem and self-control are an integral part of self-development and at the same time a necessary condition for the effectiveness of physical education. Thus, analyzing the questionnaire data, it was found that 39 (18%) girls of the I-II year and 15 (15%) boys prefer independent physical education classes, and already in the III-IV year the number of such students increases to 89 (49 %) girls and 60 (57%) boys. The importance of self-control is not limited to its positive impact on the process of mastering motor actions - it also contributes to the formation of adequate ideas about personal physical capabilities. This is necessary to form in students a sense of confidence in their abilities and capabilities. Therefore, in the developed strategy of self-development, there were bases of self-control at development of physical qualities. The use of the above forms of classes contributes to the controlled impact on the process of physical and mental development of students. The essence of the principle of "combined influence" is that the forms used allow achieving specific changes in the physical sphere, which in turn contribute to targeted changes in the mental sphere of students. According to the analysis of negative factors influencing the attitude of students to compulsory physical education classes, there were the following: inconvenient time of classes, the predominant monotony of exercises, the need to change clothes, lack of modern equipment, ridicule and criticism of classmates; for some young men, rare conducting classes was on obstacle, as

well as the presence of running, lack of desire and their own laziness; not a large number of students like the standards. All factors have been studied in detail and taken into account in the development of the educational process.

Our attention was drawn to the study of students' perceptions of their physical health, physical fitness, and the importance of these categories (Table 4).

The largest number of first- and second-year students, both girls 76 (35%) and boys 36 (35%) rate their health at 8-9 points; in girls, the same number 76 (35%) rate their health in 6-7 points, guys with the same assessment of their own health were less than 26 (25%) students; 22 (10%) girls and 15 (15%) boys had the highest score on their health, and no first-year boys scored the lowest score, while 4 (2%) girls felt very bad. According to the results of personal data in the III-IV year, self-esteem of their own health in both girls and boys was higher than in students of the I-II year. The largest number of female students of III-IV year 74 (40%) rated their health at 8-9 points, and almost half of the boys 47 (45%) had the same score, which indicates an improvement in the well-being of students to III-IV year. However, the number of students with the highest health scores decreased, with 15 (8%) in girls and 11 (10%) in boys; 41 (22%) and 47 (25%) girls gave themselves an average and low grade, while 37 (35%) and 11 (10%) boys had such grades, respectively.

Table 4: Self-assessment of physical health, physical fitness, and their importance

| Score | Girls I-II year, n=217 | | Boys I-II year, n=103 | | Girls III-IV year, n=186 | | Boys III-IV year, n = 105 | |
|--|------------------------|----|-----------------------|----|--------------------------|----|---------------------------|----|
| | n | % | n | % | n | % | n | % |
| Assessment of own physical health (1 to 10) | | | | | | | | |
| 1-3 | 4 | 2 | | | 9 | 5 | | |
| 4-5 | 39 | 18 | 15 | 15 | 47 | 25 | 11 | 10 |
| 6-7 | 76 | 35 | 26 | 25 | 41 | 22 | 37 | 35 |
| 8-9 | 76 | 35 | 36 | 35 | 74 | 40 | 47 | 45 |
| 10 | 22 | 10 | 26 | 25 | 15 | 8 | 11 | 10 |
| Assessment of own physical fitness | | | | | | | | |
| 1-3 | 11 | 5 | | | 26 | 14 | 2 | 2 |
| 4-5 | 43 | 20 | 15 | 15 | 47 | 25 | 16 | 15 |
| 6-7 | 91 | 42 | 26 | 25 | 82 | 44 | 45 | 43 |
| 8-9 | 50 | 23 | 46 | 45 | 22 | 12 | 26 | 25 |
| 10 | 22 | 10 | 15 | 15 | 9 | 5 | 16 | 15 |
| What is the importance of physical health for professional activities | | | | | | | | |
| 1-3 | - | - | - | - | - | - | - | - |
| 4-5 | 33 | 15 | 10 | 10 | 28 | 15 | 16 | 15 |
| 6-7 | 54 | 25 | 15 | 15 | 47 | 25 | 26 | 25 |
| 8-9 | 76 | 35 | 41 | 40 | 65 | 35 | 37 | 35 |
| 10 | 54 | 25 | 36 | 35 | 47 | 25 | 26 | 25 |
| What is the significance of the level of physical fitness for professional activity | | | | | | | | |
| 1-3 | 26 | 12 | | | 19 | 10 | | |
| 4-5 | 98 | 45 | 26 | 25 | 65 | 35 | 24 | 23 |
| 6-7 | 54 | 25 | 36 | 35 | 74 | 40 | 28 | 27 |
| 8-9 | 39 | 18 | 31 | 30 | 28 | 15 | 37 | 35 |
| 10 | - | - | 10 | 10 | - | - | 16 | 15 |

According to the general analysis, it is possible to trace the improvement of students' well-being in senior years of study, which indicates adaptation to mental and physical load.

According to the self-analysis regarding their physical fitness, the largest number of first-year students 91 (42%) rated themselves at 6-7 points. The boys felt more confident - their largest number of 46 (45%) people rated their level at 8-9 points. The highest score was chosen by 10 (22%) girls and 15 (15%) boys. However, in the III-IV years, these indicators gradually decrease, and while the number of girls did not change significantly in the distribution, in boys almost half of the students 44 (45%) rated their level of physical fitness worse than in the I-II year (6-7 points). Also, in contrast to the initial years, in the III-IV years the number of girls who assess their physical fitness in 1-3 points increased from 11 (5%) girls to 26 (14%) girls, which indicates a certain lack of physical activity in everyday life, and most importantly, a conscious statement of this fact.

According to the students' answers to the question "What is the importance of physical fitness for professional activity?", the majority of 98 (45%) first-year students scored only 4-5 points out of 10, and none of this group of students indicated the highest level of physical fitness preparedness. Moreover, 26 (12%) girls even gave 1-3 points to this value, not paying attention to the importance of the issue of their own well-being. Unfortunately, students are not only not physically sufficiently prepared, but also psychologically have no idea about the level of workload in future professional activities. In contrast to girls, 10 (10%) boys gave 10 points to the value of the importance of physical fitness for professional activities, which indicates self-confidence in the future. One third - 31 (30%) boys - of the I-II year gave 8-9 points to the value of the level of physical fitness, which is also a good example of conscious attitude to themselves and their physical self-development, while another third, 36 (35%) boys gave an average grade (6-7 points), and a quarter of students-young men 26 (25%) gave a lower than average (4-5 points) score to the value of physical fitness. In the third-fourth year, the highest assessment of the value of the level of physical fitness (10 points) was given by 16 (15%) boys, and again by no girl. A higher percentage of average (8-9 points) was also given by a higher percentage of 37 (35%) boys comparing to 28 (15%) girls. The average rating (6-7 points) of the importance of the level of physical fitness for professional activity was given by 28 (27%) boys and 74 (40%) girls, and the lower average score was given by 24 (23%) boys and 65 (35%) girls, respectively. The lowest assessment of the importance of the level of physical fitness for professional activity was given by 19 (10%) girls and by none of the boys. The low motivational component of students' own physical development and the reduction of the general level of physical fitness of young people from the beginning to study in senior years is reflected in this questionnaire. Therefore, at the moment, there is a development of the tendency of orientation of pedagogical activity at the university to the realization of personal interest of students in order to increase the level of their physical, intellectual potential and spiritual sphere by means of physical education. Not only physical activity during classes becomes important, but also the development of ways of self-knowledge and self-improvement of the individual through physical activity.

The following table presents an analysis of priorities among psychophysical traits that are of paramount importance for students in future professional activities (Table 5).

Table 5: Priority of psychophysical features that are of paramount importance for future work

| | Girls I-II year, n=217 | | Boys I-II year, n=103 | | Girls III-IV year, n=186 | | Boys III-IV year, n = 105 | |
|---|------------------------|-----|-----------------------|-----|--------------------------|-----|---------------------------|-----|
| | n | % | n | % | n | % | n | % |
| What psychophysical features are of paramount importance for future work | | | | | | | | |
| Random and long-term memory | 217 | 100 | 98 | 95 | 186 | 100 | 105 | 100 |
| Information processing speed | 163 | 75 | 98 | 95 | 158 | 85 | 105 | 100 |
| Mental resilience | 174 | 80 | 82 | 80 | 177 | 95 | 100 | 95 |
| Empathy for strangers | 130 | 60 | 52 | 50 | 130 | 70 | 53 | 50 |
| Willpower | 109 | 50 | 98 | 95 | 140 | 75 | 89 | 85 |
| Movement coordination parameters | 87 | 40 | 52 | 50 | 65 | 35 | 58 | 55 |
| Static endurance | 98 | 45 | 93 | 90 | 177 | 95 | 103 | 98 |
| Overall endurance | 152 | 70 | 95 | 92 | 153 | 82 | 92 | 88 |
| Speed of decision making | 217 | 100 | 103 | 100 | 177 | 95 | 105 | 100 |
| Reflection | 98 | 45 | 57 | 55 | 74 | 40 | 68 | 65 |
| The desire for self-improvement | 195 | 90 | 88 | 85 | 177 | 95 | 103 | 98 |

In the nervous system, mobile (or inert) in the course of development, under different living conditions, upbringing, learning different psychological personality traits can be formed. Depending on the level of strength of the nervous system, high or low efficiency of nerve cells and their degree of depletion is manifested. These properties of the nervous system have corresponding manifestations in human activity and behavior. Therefore, when choosing a future profession, they cannot be neglected, and the current challenge of society requires the development of the necessary psychophysical characteristics to strengthen the nervous system. Thus, for first- and second-year students, the most important psychophysical features were the following: working and long-term memory, speed of decision-making, the desire for self-improvement, mental stability. These features were a priority for 80-100% of female students.

For boys of I-II year, the following were added to these same signs: willpower, general and static endurance. In the III-IV year, there were no significant changes in the choice of priority psychophysical features, but in all courses about 50% of students did not include empathy for strangers, reflection, coordination parameters in the list of priorities. Since the nature of individual characteristics of human is twofold, such individual characteristics as interests, inclinations are characterized by inconsistency. Therefore, they must be taken into account in order to stimulate their development.

5 Conclusion

The study found that several groups of factors affect the physical fitness, performance, biological status, and health of students. These include healthy lifestyle (50-60%), social and physical environment (20-25%), genetic factors (20%), medical care (10-15%). As the most influential factor, lifestyle can be perceived as a way of integrating students' needs with their respective activities. That is why the formation of a typical structure of forms of life of students in the direction of unity and expediency of self-regulation and self-development, self-organization and self-discipline will strengthen, improve the body's adaptive capabilities, creating conditions for full self-realization, adding self-confidence.

The considered preconditions of designing of self-development algorithm were generalized for the purpose of creation of the special social microenvironment in which stimuli to development of creative devotion, increase of working capacity, educational, sports, volunteer activity arise the most. In parallel, we propose to maintain psychological comfort, stimulate the disclosure of psychophysiological potential of the individual, the actualization of the process of self-improvement of students. In the implementation of this strategic direction, students will form responsibility for their own health in the structure of cultural development, which is manifested in the stylistic features of behavior to build themselves as a full-fledged person in the moral, spiritual, and physical aspects of life. Such an organization of physical education of young people will act as a model of social relations of an open society of successful and healthy people.

The content of the organization of a conscious sports-oriented way of life of students should consist of individual and group style of behavior, organization of living conditions and life activities, samples of which are fixed in the form of future lifestyle. The need for self-improvement will gradually take shape in a way of life in which personal behavior optimizes the interaction of the individual with society in the socio-domestic and economic conditions of life.

Systematic physical improvement should gradually reveal the primary, natural potential of the individual, which includes three interrelated components: basic needs, physical and characterological potential.

The nature of basic needs ranges from needs to save and improve life to self-destruction, degradation, from the level of personality strength (confidence and responsibility) to personality weakness

(uncertainty, dependence), from freedom – to self-reliance, to a state of dependence - reliance on others, a well as from development – to self-realization, self-actualization, to habitual, stereotypical existence. An important component of the strategy of self-development is to stimulate the improvement of communicative qualities (communicative potential) of young people, which is an important part of the adaptive potential. Because student youth are in a social environment, success in learning and activities is related to the ability to build relationships with those close to them.

The characterological potential includes motivational components of character traits and temperament. Character traits are formed up to 17-18 years and to some extent are amenable to education and self-development. With the help of pedagogical influence, it is possible to model, provide individual manifestation of the process of realization of basic and other motivational aspects.

Physical potential has the greatest level of motivation and influence on the development and self-improvement of young people. The concept of self-development strategy is based on biological and social factors, theoretical and methodological justification, as well as on learning factors that stimulate, shape, and support purposeful behavior. Therefore, the process of physical education should be managed not only during practical classes, but also should contain tools and methods that ensure the development of functional capabilities of all subsystems to the optimal level in any form of organization of classes that provides full disclosure of physical potential. This, in turn, has the property to change the nature of functioning on the basis of the properties of self-regulation and adaptation of the organism and psychoregulation. Such behavior is based on a clear awareness of own goals and values. Reliance on one's own values generally provides additional resilience to the individual. Moreover, the more these values coincide with the generally accepted ones, the stronger the internal platform of the individual, which is responsible for external actions as one of the possible options for adaptive change.

Awareness of a person's degree of responsibility for own development and realization of talent indicates that he/she has all the prerequisites for self-development, while adequate assessment of the situation and own behavior is the path to self-realization - the path of self-development.

The results of the questionnaire indicate the prospects of improving physical education programs for students in the direction of creating conditions for strengthening personal participation in them, by involving students in classes of their own choice of time and sport that promote personal growth of students. A conscious attitude to own physical condition increases students' interest in physical education, which has a positive impact on the development of physical qualities of those involved.

According to the analysis, it is possible to conclude that a significant rethinking and correction of organizational forms of classes and the content of physical education programs is needed. A more in-depth study of students' attitudes to the content and organization of the process of physical education in educational institutions allows taking into account the needs of students.

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Primary Paper Section: A

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