

HEALTH, ENVIRONMENT, DEVELOPMENT

ASSESSMENT OF STUDENTS' MOTIVATION FOR PHYSICAL CULTURE CLASSES DURING REMOTE LEARNING

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Summary

Motivation for physical activity is a special state of the individual, aimed at achieving the optimal level of physical fitness and working capacity. In the new circumstances, the main goal of the discipline "Physical Education" during distance learning in wartime is to form a healthy, harmoniously developed personality.

The purpose of the study is to assess the structure of students' motivations for physical education classes during distance learning.

Using a specially designed questionnaire in Google.forms, students' attitudes towards physical activity, movement preferences, and motives for engaging in physical education and sports were determined. The survey was conducted among 80 students aged 17–19 at a higher education institution in Sumy

After the full-scale russian invasion of Ukraine, students began to engage in physical education and sports less (66.25%). Only 33.75% of students indicate that they began to engage in physical education and sports more compared to 2022.

The distribution of the structure of physical education and sports classes indicates that students prefer choreography (22.5%), sports games (21.25%), fitness (8.75%), athletics (8.75%), martial arts (7.5%), artistic gymnastics (2.5%) and other sports, including swimming, tennis, etc. (11.25%).

The structure of students' motives: the leading ones are health promotion, positive emotions, and the opportunity to move; significant motives are the desire to increase strength abilities to express oneself, the development of will, games and entertainment during classes; potential motives are the opportunity to demonstrate leadership qualities, an assessment of the academic discipline, and the example of a teacher.

Key words: motivation, movement preferences, physical education, students.

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1. Introduction

Due to the russian military aggression against our country in 2022, the entire educational process was transferred to distance learning in the eastern and northern parts of Ukraine. Students of higher education institutions are forced to engage in a form of distance learning, which

has affected the structure of the lesson, teaching style, and lifestyle in general. This is accompanied by great emotional stress, disruption of work and rest schedules, and minimal physical activity. The factor that forces a person to engage in physical culture, especially during online learning, to implement physical activity, is called motivation. Motivation for physical activity is a special state of the individual, aimed at achieving the optimal level of physical fitness and performance. In the new circumstances, to form a healthy, harmoniously developed personality is the main goal of the discipline "Physical Education" during distance learning in wartime conditions (*Rodigina V.P., 2022*).

Analysis of scientific research shows that in recent years, higher education institutions in Ukraine have been experiencing a constant increase in the number of students classified in a special medical group due to their health condition. Researchers claim that such students often have a negative attitude towards physical education classes, engage in them without due diligence, and tend to skip classes under various pretexts. Therefore, the formation of positive motivation for physical education is a complex process, the impact on which determines the relevance of research (*Moskalenko N., Kosheleva O., Afanasiev S., Reshetylova V., Samoshkin V., 2023*).

The results of previous studies of the motivational structure of motor preferences of students in the city of Sumy indicate that the leading motives are the form of physical education classes in the form of hiking trips ($78.3 \pm 4.3\%$), the creation of physical education holidays ($72.8 \pm 4.6\%$), and training in discipline and organization ($50 \pm 5.2\%$). Significant motives include increasing physical fitness ($46.7 \pm 5.2\%$), the opportunity to do physical education in a modern gym ($36.9 \pm 4.7\%$). Potential motives for physical education classes in a higher educational institution are the opportunity to play sports (athletics, basketball, football) ($32.6 \pm 4.9\%$), the opportunity to communicate with peers ($23.9 \pm 4.5\%$), and the opportunity to demonstrate leadership qualities ($17.4 \pm 3.4\%$) (*Holovchenko O., Vostotska I., Osypova I., 2014*).

The results of the research by Moskalenko N., Kosheleva O., Afanasiev S., Reshetylova V., Samoshkin V. on the motivation of students of a special medical group indicate a lack of understanding by students of the role of physical education in the system of preparation for future professional activity. As the results show, the first place in the ranking among all motivational options is occupied by the motive of improving health (88%). The second place is occupied by the motive of correcting the physique (66%). Interest in the specified type of activity (meaningful motive) occupies a rather significant third place (42%). The fourth place in the ranking of motives is occupied by the motive of recovery after mental stress (38%), which indicates that a significant number of students perceive physical education classes as an active rest from studies, an opportunity to switch to another type of activity. In fifth place is the motive of getting pleasure from classes (reflecting the hedonistic function of physical culture). And the last and penultimate places are occupied, respectively, by the motives of increasing physical fitness (22%, 7th place in the rating) and preparing for professional activity (2%, 8th place in the rating).

Physical education in higher education aims to provide education in individuals studying in higher education institutions of the need to independently master the knowledge, skills and abilities to manage human physical development through physical education and training to apply the acquired values in the lives of future specialists. Therefore, conducting research to assess the structure of motives in students depending on the conditions determines the relevance of conducting research (*Fylonenko O., 2023*).

The purpose of the study is to assess the structure of students' motivations for physical education classes during distance learning.

Using a specially designed questionnaire in Google.forms, students' attitudes towards physical activity, movement preferences, and motives for engaging in physical education and sports were determined. The survey was conducted among 80 students aged 17-19 at a higher education institution in Sumy. The data obtained were subjected to mathematical and statistical processing using the application program "Statistica 10.0".

2. Assessment of students' motor preferences in the field of physical education and sports

According to the subjective assessment, the health of students is at a good level (59.8%). At the same time, only 10.9% consider their health to be excellent, while 28.3% of students assess their own health as "satisfactory". 54.3% of students rate their own physical fitness as "good" and only 3.3% of students consider it excellent. 42.3% of students are considered to have insufficient physical fitness, which makes it possible to target these students with a whole range of physical education tools to improve the physical health of the future working population of the country.

The results of the survey, when studying the attitude towards physical education classes, showed that students have a positive attitude towards physical education classes. The specific weight of the indicator is 97.5%. 2.5% have a negative attitude towards physical education classes. At the same time, 80% of students engage in physical education and sports.

The results of the conducted research allowed us to establish the presence of basic knowledge about the need for physical education classes when acquiring professional skills, as evidenced by 75% of positive answers to the question "Do you consider the discipline "Physical Education" necessary when obtaining higher education?"

At the same time, students believe that physical education classes at higher education institutions should include both mandatory and optional options (50%). However, 29.3% of students would like to attend mandatory physical education classes, while 20.6% of students choose to attend optional physical education classes. At the same time, 83.7% believe that the level of physical activity in physical education classes is sufficient.

The health-oriented thinking of students is confirmed by their understanding of the impact of physical culture on physical development (46.7%), improving the body (36.9%), forming motor skills and abilities (10.9%), and developing sports skills (5.4%).

Among the respondents, 92.5% do not have a sports degree, while 7.5% have sports degrees. Analysis of sports activity allowed us to establish that 26.25% are engaged in sports sections and choreographic studios. 61.25% of students conduct independent studies at home without supervision from specialists. 12.5% of students do not engage in physical education and sports.

The distribution of the structure of physical education and sports classes indicates that students prefer choreography (22.5%), sports games (21.25%), fitness (8.75%), athletics (8.75%), martial arts (7.5%), artistic gymnastics (2.5%) and other sports, including swimming, tennis, etc. (11.25%).

A survey of students' motor preferences allowed us to establish a significant preference among sports – sports games (32.5%), in particular football ($p < 0.05$). Almost 2 times fewer students chose sports dancing (16.25%). Swimming is liked by 23.75% of students. The places of preference for martial arts (8.75%) and gymnastics (8.75%) were equally distributed. Athletics was liked by 10% of students. In our opinion, an interesting fact is the absence of negative answers in the survey, which indicates the students' love for sports and physical activity.

The best places for physical education classes are the gym (36.9%) and regular sports halls for physical education classes (34.8%). 20.7% of students choose specialized halls for sports games and gymnastics for physical education classes. The smallest proportion of students choose outdoor physical education classes (7.6%).

After the full-scale russian invasion of Ukraine, students began to engage in physical education and sports less (66.25%). Only 33.75% of students indicate that they began to engage in physical education and sports more compared to 2022.

3. Assessment of the structure of students' motives during distance learning

We studied the motives that determine students' interest in physical education and sports. Each motive received a ranking place and, based on the statistically significant level of differences in motive assessments, which was determined by the Student's t-test, the motives were divided into: leading, significant, and potential.

The results of the distribution of motives by ranking indicate that the leading ones are health promotion, positive emotions, and the opportunity to move. The dominant position of the motive "positive emotions" may indicate the desire of students in wartime to take advantage of physical education and sports classes to optimize their psycho-emotional state (Table 1).

The group of significant motives is formed by the desire to increase strength abilities to express oneself, to cultivate willpower, games and entertainment during classes and. They are rated by students significantly lower than the motives of the leading group ($p < 0.05$).

The group of potential motives includes the following motives: the opportunity to demonstrate leadership qualities, assessment in the academic discipline, the example of the teacher. The established hierarchy of motives makes it possible to optimize the effectiveness of physical education in the conditions of distance education (Table 1).

Table 1

Motives of adolescents for physical education and sports ($M \pm m$, %)

№	Motives	Place	Positive answer
1	Subject score	8	2,97±8,5
2	An example of a teacher	9	1,32±7,3
3	Health promotion	1	17,49±6,5
4	Nurturing the will	5	9,57±9,3
5	Increasing strength abilities	4	11,88±4,5
6	The opportunity to demonstrate leadership qualities	7	4,95±7,3
7	Positive emotions	2	14,85±6,5
8	Games and entertainment in class	6	6,6±9,5
9	Ability to express oneself	5	9,57±7,4
10	Ability to move	3	14,19±6,5
11	Attractiveness	6	6,6±8,4

Creativity is an integral part of studying any academic discipline and 78% of students note that teachers constantly create conditions for students to reveal their creative potential, namely: students directly participate in conducting warm-ups, outdoor games and drawing up individual health programs for students of the main and special medical groups.

However, 20% of students admit that teachers sometimes create conditions for creative expression in physical education classes, and 2% claim that the creative component of the class is not involved at all.

It is well known that teaching creativity is possible only with a direct example – a teacher who constantly uses a creative approach and is interested in his work. The survey results showed that 94% of teachers use a creative approach in their classes. The data indicate the need to expand the range of creative proposals in the study of physical education.

4. Conclusions

1. After the full-scale Russian invasion of Ukraine, students began to engage in physical education and sports less (66.25%). Only 33.75% of students indicate that they began to engage in physical education and sports more compared to 2022.

2. The distribution of the structure of physical education and sports classes indicates the preference of students for choreography (22.5%), sports games (21.25%), fitness (8.75%), athletics (8.75%), martial arts (7.5%), artistic gymnastics (2.5%) and other sports, including swimming, tennis, etc. (11.25%).

3. Structure of students' motives: the leading ones are health promotion, positive emotions, and the opportunity to move; significant motives are the desire to increase strength abilities to express oneself, the development of will, games and entertainment during classes; potential motives are the opportunity to demonstrate leadership qualities, assessment of academic discipline, and the example of a teacher.

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