



THE PROBLEM OF INCREASING STUDENTS' MOTIVATION TO PARTICIPATE IN PHYSICAL EDUCATION AND SPORTS

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Abstract

The socioeconomic changes currently occurring in society are naturally pushing all sectors to new levels of development. Physical education and sports are an area of individual and collective autonomy, where a delicate balance exists between personal choice and public regulation and oversight. Physical education, as a subsystem of a comprehensive university system for training highly qualified specialists capable of achieving their potential in a highly competitive professional environment, is impossible without a healthy lifestyle, of which physical education is a necessary component. An analysis of scientific and methodological literature and a summary of the best practices of university physical education departments indicate a crisis in this academic discipline. In particular, during this period, class attendance at Volgograd universities significantly decreased, averaging 58.1% across three years of study: 58.1% at the Agricultural Academy, 63.7% at the Architectural Academy, and 65.2% at the Medical Academy. This resulted in a decline in motivation for regular physical education and sports, a decline in students' physical fitness, and a decline in their health. This alarming situation necessitated scientifically based amendments and additions to existing core physical education programs at universities, based on the development of innovative methods.

The aim of the study was to develop and scientifically substantiate a methodology for physical education of students in the main department, using a sports-oriented problem-based modular technology for teaching motor skills and a healthy lifestyle.



Research methods

Analysis of scientific and methodological literature, generalization of advanced practical experience, retrospective analysis, questionnaires, pedagogical observations, morphofunctional studies, testing of motor qualities, pedagogical experiment, methods of mathematical statistics.

Research objectives

The developed methodology for physical education of university undergraduates will be pedagogically appropriate and productive if it is based on the application of a sports-oriented, problem-based, modular technology for teaching motor skills and a healthy lifestyle. It differentiates the means and methods of physical education depending on the needs and physical fitness of students, meets the requirements of the state educational standard, and utilizes relevant information.

Research results

The performance indicators for the physical education curriculum at universities from 2020 to 2024 indicate a crisis in the discipline. This situation requires scientifically sound amendments and additions to the current core physical education programs at universities. An analysis of previous research and a summary of best practices from physical education departments at non-specialized universities revealed that software development for the Physical Education course for students enrolled in the main program has been insufficiently researched and developed.

The introduction of the state educational standard, which stipulates a 408-hour course load, into the physical education curriculum at the university has demonstrated positive trends toward improving academic performance (67.8% attendance at the core course, 70.1% successful completion rate). However, the level of physical fitness and performance among core students is rated as "below average" for male students and "low" for female students. Motivation for regular physical education, sports, and modern motor skills remains low (3.7% of students attend the elective course). The resources and methods of the industry-specific general preparatory program for core students are virtually ineffective in



implementing the state educational standard, necessitating the development of new methods based on modern teaching technologies.

A differentiated analysis of first-year students revealed a heterogeneous contingent in terms of age (16-21 years), gender, demographic background, and experience in cultural and sports activities. Of those admitted to the university, 1.6% held sports ranks, 0.2% held junior ranks, 0.5% held third adult ranks, 0.3% held second ranks, and 0.2% held first ranks. 38.7% of students reported having virtually no physical education classes in their senior years. The tools and methods of the industry- specific general preparatory program do not provide a training effect, as evidenced by the results of students' physical performance and fitness testing.

The factor structure of the leading motives of students of the main department in the field of physical education and sports was revealed: obligation - 54.7%; friendly solidarity - 10.5%; rivalry - 6.7%; imitation - 4.3%; sports - 7.4%; procedural - 1.6%; comfort - 4.0%, play - 5.0%; physical improvement - 5.8 %. - The leading motive for students is certification in the subject. The unformed need for practicing a particular sport among first-year students determines a wide, pretentious range of desires in mastering modern motor systems and traditional sports. Popular sports and modern motor systems for students are: basketball, volleyball, handball, table tennis, mini-football, sambo, aerobics, rhythmic gymnastics, powerlifting, athletics (health running), athletics, Greco -Roman wrestling, arm wrestling.

Motivating students in the main department of an agricultural university to regularly engage in physical education and sports is achieved through a rational organization of the educational and pedagogical process and the introduction of modern teaching technologies. The principles of student-centered education in physical education for students in the main department of an agricultural university are implemented through relevant and consultative relationships between the educational process participants (teacher and student), subject to receiving information about students' needs, requirements, and capabilities in the field of physical education and sports. A problem-based, modular teaching technology based on a structurally detailed educational process is a rational form



of organizing the educational process in the Physical Education program for students in the main department of an agricultural university. The global module "Physical Education" reflects the structure of the educational process for the subject being studied. The general module includes the following sections: entrance tests, theoretical knowledge, practical skills, and information. The substantive basis of the problem-based modular technology of teaching physical education to students of the main department of an agricultural university is a sports-oriented technology, which involves covering educational material on sports using the means and methods of sports training adapted to the capabilities of the contingent.

When organizing the educational process, it is necessary to take into account students' choice of sports and modern motor systems depending on their age, gender, and socio-demographic background. It is recommended to include the following sports in the work programs: basketball, volleyball, table tennis, athletics, rhythmic gymnastics, aerobics, Greco-Roman wrestling, track and field, self-defense courses, mini-football, handball, powerlifting, and arm wrestling , differentiating these sports by course.

To enhance the effectiveness of the educational process (when forming study groups), it is advisable, starting from the first year, to take into account the age of students and form groups as follows: 16-17 years old, 18-19 years old, 20-21 years old, 22 and older. In order to foster a motivation for physical improvement, which includes the desire to accelerate the pace of one's own development, take a worthy place in one's environment, and achieve recognition, physical education departments at universities are recommended to develop individual student information cards, the content of which should include indicators of physical development, functional state, and physical fitness during the course of study in the subject "Physical Education." Individual information cards must be completed personally by the student. Based on the relevant information received about the needs and demands of students in the field of physical education and sports, taking into account the level of their physical condition, the use of means and methods of sports training adapted to the conditions of the educational and pedagogical process at the university, a sports-oriented problem-based modular



teaching technology for students of the main department has been developed, implying the implementation of the principles of personality-oriented education. The physical education methodology based on a sports-oriented problem-based modular teaching technology allowed for a qualitative increase in the effectiveness of the educational process, which was reflected in the level of student attendance in the core course - 89.7%; free attendance in the elective course - 19.9%; and successful mastery of the discipline - 95.2%. This predetermined the emergence of students of the core department at a new qualitative level of physical performance, which corresponds to the "average" for boys and girls. The indicators characterizing general (boys - 37.5%, $p < 0.05$; girls - 17.5%, $p < 0.05$) and strength (boys - 49.3%, $p < 0.05$; girls - 28.2%, $p < 0.05$) endurance increased significantly.

Conclusions

By the third year of study, the variability of almost all the studied characteristics decreases, indicating a leveling of the preparedness level of students in the main department. This is confirmed by the redistribution of the number of students with low to higher levels of physical fitness. The increase rate was: among young men at "high" - 305%, "above average" - 133%; "average" - 32.8%, for girls, respectively - 188.9%, 207.6%, 68.6%. The number of young men and women with a level of physical fitness of "low" and "below average" decreases (respectively 29.5% and 35.2%; 34.1% and 38.6%).

During the experiment, a new distribution of motivational-value priorities was formed: obligation - 31.2%; physical improvement - 27.0%; competition - 10.4%; sports - 9.9%; comfort - 8.3%; procedural - 5.8%; play - 4.8%; friendly solidarity - 2.4%; imitation - 0.7%.

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