

ORGANIZATIONAL ASPECTS OF HEALTHYFORMING PUPILS BEHAVIOR IN EDUCATIONAL AREA OF PHYSICAL EDUCATION

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Each period of life, each person's age has its own distinctive features and amenities. The laws of beauty and full health are identical. Beauty of the body is not only a gift, but also a result of regular physical development and education. They depend on a habitude of soul, quality of thoughts, possibility of emotional experience, stimulation of inner spiritual work, pedagogical support at the time of selection. Far not all young people have a correct idea about the beauty of body. Many people believe that a beauty of human body depends only on facial features, color of lips and eyebrows, fashionable hair style and clothes. Common misconceptions about the effect that diseases come in old age, when the active life is over, and completely unreasonable assurance that health is guaranteed in young age of itself, has formed the irresponsible attitude of young people to this indicator. A false construct of the effect that all exorbitant physical activity, gross violations of dietary habits and day regimen, inadequate physical activity, stress, and other risk factors are easy to overcome by young organism, has resulted in underestimation of this indicator. The idea, that health is not wasted of itself but is remained unshakeable, gives rise false self-confidence and harms to youths health. A main idea is that a healthy behavior of pupilspupil is a lifestyle which promotes their personal and professional development.

Sensory, cognitive, communicative and activity abilities, operational, diagnostic and creative skills reflecting general and motor aspects of behavior are formed by physical culture as the underlying basis of pupil development. Constant changes in the properties and qualities act as an internal catalyst for development, which is reflected in various forms of behavior in the mental and physical forms of reflection the whole essence of human person. The personality is determined by thinking, morality, communicativeness, creative approach, and it is manifested in a style of individual activity. The inclusion of these aspects in educational activity, the creating special conditions for the search of problem tasks and the variation of forms of control over different activities allow to create the professional qualities in pedagogical process. We believe that healthy-forming behavior can have a technological nature, which allows relating the theory and practice, in accordance with the general scientific principles of measurability, systematicity and manageability. We think the technique of forming a healthy behavior is an involvement of pupils in system of general cultural and professional values, a joint co-development, a co-creation, and an activation of cognitive activity.

The purpose of this research is a formation of skills and abilities of the pupils' behavior to able to accumulate the health potential in educational space of physical culture.

The objectives of a research are:

1. To develop the technology for forming a motivational and value components of healthy pupils' behavior.
2. To identify the dynamics of motivational and value components of healthy pupils' behavior at all stages of the experiment.

Evaluation of motivational and value components of healthy pupils' behavior was carried out on the basis of the questionnaire, developed by the authors (Diss Makeeva). At the first stage 104, on the second – 102, on the third – 107 pupils of the experimental and control groups was taken part in the study.

Target program (diagnosis, motives, incentives, goal setting) had been created considering the desires of participants and their possibilities, with the use of such technology, where they showed themselves to the maximum extent. Exercises were being given by taking into account follow aspects:

- requirements of educational activity to the pupils;
- development of the most important physical qualities and professional skills, level of physical readiness, physical development and health that determine success in learning and professional activities;
- motives, desires and inclinations that are stimulated the pupils for physical exercises.

Peculiarities of pupil age had been taken into account in the organized process of training and education. Pupils were learning “to see oneself as others see one”, to regulate not only their own behavior, but also various relationships in which they participate, with whom they work, learn, communicate, spend their leisure time, use their knowledge.

In the process of physical education we were relying on the leading role of self-education and self-development of future specialist, and on the orientation toward self-knowledge and development of self-awareness, resolve internal conflicts, building a system of life and professional prospects. So both versions, oriented on the motion, search, comparability of one's own actions and decisions of health-forming behavior, had been used.

Formation of a healthy pupils' behavior in physical education was carried out in three stages:

Step 1 – an assessment and indicative one. It was ensuring the psychological and pedagogical training to physical education, the awareness of individual psychological characteristics, and the formation of self-image, attitude toward physical education.

Step 2 – organizational and practical one. It had been providing for methods of self-action and formation of skills to adequately assess themselves,

to reflect on ones activities, formation of ability to evaluate ones behavior, to analyze things, to make objective conclusions and to include them in the process of physical self-education. Pupil was being made a choice of ways of “interaction with himself” and subject relations between pupils and instructors.

Step 3 – individualization and improvement. It was securing the forming of position “I’m healthy”, the ability to subordinate one activity to this purpose and building one own “style” of behavior during professional development, also the interdependence between education, improvement and self-education, self-improvement.

Results of preliminary pedagogical observations on the physical state of pupils had shown the effect that expenses reduce to deficient development of locomotive qualities, abilities and skills. This was accompanied by monotonous content of lessons of physical culture. Therefore, pupils at the university do not manifest required activity, they quickly get tired, and perform physical actions are not in full force.

Analysis of obtained results had demanded to find techniques and technologies providing the most effective pedagogical impact on the pupils to change their valuable relation to physical training.

At the first stage on the lessons of physical education pupils were being studied the techniques and skills of observation and self-control from their physical condition and development of physical qualities. During the study, the focusing on active, conscious and purposeful work on oneself was being created. That had allowed identifying the interests, values, verbal and real relation to physical training.

At the second stage the aim was to realize workout program for forming the methods of self-control and autonomy, the proper behavior way and life style, and the professional and important qualities. Familiarization with specific techniques and skills to work on yourself, and performance of tasks for self-improvement, self-control, self-esteem the results of physical education and self-education were a part of this step. Pedagogical situations created in the educational process, purposeful setting the goals, organization of practices, pedagogical requirements to pupils considered the individual characteristics – all of this – had lead pupils to work on healthy behavior in the educational space of physical culture. The main objective of this stage was to improve the psychological and pedagogical training and the practical organization of physical self-education taking into account the individual characteristics and capabilities of pupils. The main thing of this step was to enhance missing knowledge, abilities and skills of forming and handling proper functional state and motor activity by means of: methods of relaxation, psychological games; methods of perfect posture; methods of teaching how to control proper state; recommendations for the use of individual exercise stress and health level.

The purpose of physical education included follow tasks: to learn main knowledge and skills to influence upon the spiritual, professional and physical

development of personality during physical education; to master the method of self-control for psychophysical and physical state. In order to improve the mental abilities pupils had been mastering the art of tonic training and auto-training.

Educational process was being carried out in the form of lectures, practical, individual and independent studies. And progress of pupils was being carried out in the form of test. General information about self-control, self-interaction, behavior habits and relationships with different people in the process of physical education was being learned at the lectures. During practical studies pupils were mastering new skills of self-education and communication in the sports sphere.

The main task at this step was to assimilate information about health criteria, methods of maintenance the motor activity, means of practical testing of physical exercises, and ways of development of motivation to exercise.

A formative experiment had been carried out **at the third stage**. In this instance the focusing on the permanent self-discipline, self-activity and self-development was being cultivated by pupils. One of the main tasks was to create in the process of physical education correct relationships between pupil and instructor based on collaboration, mutual trust and dialogue. Also attention was being accentuated on the self-control, self-correction and self-education as a result of work on themselves. In order to form and to change the attitudes, training methods that activate cognitive, motivational, communicative and activity-related components of pupil's personality were being used during experiment.

Initial psychological and pedagogical training was aimed at the developing of interest in holistic vocational training with simultaneous self-cognition of one's abilities and opportunities, the determination of preparedness to fulfill the requirements of university, and the identification of personal qualities that need to be improved in the sequel.

The results:

Based on the analysis of theoretical sources, we found that the individual pupil behavior is expressed in a peculiar combination of attitudes toward values and role of physical culture. Motivational and valuable component is manifested in psychic phenomenon "I want" and is seen by us as a correlation between goals, aims, values, interests and relationships. In one's turn the forming of pupils attitudes to physical culture is expressed either in declarative or in the real behavior, that has an effect on the state of health, physical development and preparedness of pupils, their value orientations, and attendance on their physical and mental well-being.

At the first stage of experiment 576 responses characterizing the attitude of pupils to physical culture was obtained, which were systematized with the help of content analysis. Then indicators weight of each group of responses was calculated by means of dividing the number of responses to the number of

participants at each stage of the research. A rank of value group was determined through the sum of indicators weight of all stages. The table 1 below shows the outcomes of an experiment.

Table 1 – The variation of value orientations toward physical culture of pupils on all stages of research (semantic units)

The indicators	The 1 st stage	The 2 nd stage	The 3 rd stage	The rank
PC helps to keep the body fit, the “athletic” form	0.11	0.03	0.38	4
PC helps to maintain one’s health	0.23	0.13	0.39	3
PC promotes self-confidence, emotional resilience, cheerfulness, good humour, joyance, pleasure, well-being	0.43	0.22	1.02	1
PC provides a good body shape, a posture, a neatness	0.07	0.14	0.14	5
PC promotes the overall physical condition and development of physical conditions: a quickness, an agility, a flexibility, a movement co-ordination, a power	0.05	0.35	0.20	2
PC takes off the weariness	0.01	0.03	–	14
PC promotes the virility	0.01	0.01	0.13	11
PC increases the efficiency, stimulates mental activity	0.01	0.03	0.03	13
PC provides a rest from mental stress	0.06	–	0.01	14
PC contributes to the beauty	0.01	0.15	–	7
PC helps to overcome troubles, to solve problems	–	0.11	0.02	8
PC promotes to relieve stress, to relax	0.01	0.06	0.10	7
PC trains a will-power, a purposefulness, a responsibility, makes a strong character	–	0.18	0.05	6
PC improves memory and mind	–	0.10	–	10
PC promotes the locomotive activity and mobility	–	0.07	0.07	9
PC contributes to reduction of extra weight	–	–	0.05	15
PC helps to learn many new, valuable, useful things	–	0.03	0.07	12
PC provides a communication and a friendship	–	0.05	0.02	12
There are total positive definitions	103	168	286	
Indicator weight = the number of responses/ the number of participants	1	1.65	2.67	
PC is a waste of time	0.03	–	0.03	2
PC promotes a fatigue, an extra headache, a pains, a nausea	0.1	0.09	0.11	1
There is a laziness, a lack the will to be engaged in PC	–	–	0.04	3
There are total negative definitions	12	14	19	
Indicator weight = the number of responses/ the number of participants	0.13	0.14	0.18	

First stage results showed physical culture is among the most important indicators and components that determine the value orientations of pupils. At the same time, physical culture is not associated with a success of professional work and is not consistent with pupil behavior and the implementation of value orientations in their everyday life.

Emotional characteristics such as self-confidence, emotional resilience, cheerfulness, good humour, joyance, pleasure, and well-being take the first place among values associated with physical activity. Integrative index – health (0.23) takes the second place. Other characteristics have a very low indicator weight, the total ones amount 0.38 semantic units. In general, first stage results revealed low importance the physical culture in professional and educational activity, also in everyday life of pupils.

A workout program forming the self-control and autonomy, the health behavior and life style, the professional and important qualities was realized at the second stage of experiment. Methods showing the value of each exercise for the whole body and its effect on the professional growth were used during lessons of physical culture. Through special physical exercises the body was perfected in order to become “cultural” and beautiful. Psychophysical exercises were based not only on the drive for development locomotive qualities, but also on the correlation with sensation, thinking and feelings of the person. Exercises for prelum abdominal promoted necessary conditions for the flat belly. Exercises focusing on the strength of muscles in the arms, shoulder girdle, legs helped to strengthen these muscles and to create the relief of ones. Exercises for back, chest and intercostal muscles provided a good body posture. Exercises for foot, calf and hip formed correct manner of walking. Long run contributed to the revealing of volitional qualities, had a positive effect on the functional state of cardiovascular system. During this step there were follow tasks of physical perfection:

- 1) to change the motives of health maintaining and preserving through the cognitive and emotional reorganization in order to implement them in practical activities.

- 2) to challenge yourself in sports activity (here and now);

- 3) to ensure orderliness of inward life and personal growth in accordance with the motives and actions.

Ultimately, pupils were treated to the body as a definitely changing phenomenon. Motivational, value and active attitude towards physical education determined conscientious doing exercises for prelum abdominal and posture. Integrated pedagogical impact and self- impact, processing of external authorized information into internal one has led primarily to quantitative increase of the semantic definitions which characterized physical training values greater than on the first stage. At the same time, pupils put in the first place the characteristics of general physical preparation, physical development and physical qualities as the basic ones with weight indicator 0.35. Such points as emotional resilience, cheerfulness, good humour, joyance, pleasure and well-being were put on the second place. Then there were characteristics reflected the professional orientation of teachers: willpower, character, perseverance and commitment. Indicators “good body shape, posture, neatness”, “the body fit, the “athletic” form” were next. The dependent position, connected with recovery of lost health, is somewhat reduced.

At the third stage of this study the opportunity of relations that respects harmony “I want” – “I should” was fully used. This implies the development of normative and ethical motivation associated with moral and ethical aspect of the inclusion the physical culture into educational and professional activities. Motivation and value orientations were appeared in intonation, facial

expression, plastic expressiveness, and gestures and continued in corresponding forms of behavior.

During this stage, pupils were put in the first place again such characteristics as emotional resilience, cheerfulness, good humour, joyance, pleasure and well-being (constitute a very high weight – 1.02). On the second place there were indicators “the body fit, the “athletic” form” (0.39 and 0.38 accordingly).

The creation of certain conditions and pedagogical influences relying on self-awareness, self-observation, introspection, self-esteem have led to an increase in the weight indicator the positive impact of physical training, respectively, from 1.0 – on the first stage, 1.77 – on the second and 2.67 – on the third stage. The prevalence of positive ratings in the second stage connected with the increase of theoretical knowledge from the field of physical education (10 hours of lectures on special courses and 6 hours on the subject “Physical Education”).

Obtained results testify of extension the amount of knowledge, change of attitude among the subjects of educational process and creation pedagogical conditions for optimal control and self-management during training process.

Thus, the analysis of the results has showed that the value process has organismic base and founded on human’s belief in the wisdom of holistic Ego (an organism as a unity of conscious and unconscious processes) rather than a part of one (consciousness, intellect). Development of author’s technology of formation the motivational and value components of healthy pupils’ behavior has allowed to change the motives to sports and physical activities and to enhance its role in professional training of pupils.

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