

# Pedagogical Conditions for Forming Students' Motivation to Go into Mass Sports

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## ABSTRACT

The article deals with the problem of reducing the interest of students in physical culture, substantiates the need to disclose the internal reserves of the student's personality, namely, his motivation. The authors consider the pedagogical conditions for the formation of students' motivation to engage in physical culture: the organization of information security; use of non-traditional systems of physical exercises; inclusion of a student in practical activities in physical culture.

**KEYWORDS:** pedagogical conditions, process of formation of motivation, motive, motivation, physical culture

## Introduction

One of the basic principles of pedagogy is the principle consciousness and activity. Consciousness is the ability a person to correctly understand objective laws, understand them and, in accordance with them, carry out his own activity. Activity is a measure or value of the displayed a person of activity, the degree of his inclusion in the work. In pedagogy, activity is considered as a prerequisite, a condition and the result of conscious assimilation of knowledge, skills and abilities [1, 2].

According to the theory of activity (S. L. Rubinshtein, L. S. Vygotsky, A. N. Leontiev), human activity is a factor dependent on consciousness. N. F. Dobrynin believes that if a new knowledge in the process of mastering does not acquire significance for the student, it will not be mastered or will be mastered formally.

Activity is caused by a person's need for activity and represents the highest level in relation to activity. Activity is also a search for objects of the needs of the individual and the realization of needs. Forms manifestations of activity are diverse, they include actions, deeds, activities. But the common ground explaining human activity is that his actions do not arise spontaneously, but have a certain basis. The beginning of any activity of the individual is the motive, which is the stimulus to activity. Hierarchy of motives, their priority and internal struggle constitute the background of the personality's activity: I want one at the expense of the other; I want this, but I don't want to lose it; I want it and others, but I don't know what more [3, 4, 5]. It is obvious that in character activity, a special role belongs to motivation, it is its basis.

The problem of motivation is considered one of the most important in psychology. Its philosophical and methodological significance lies in clarifying the structure of determination, the driving forces of human behavior (for example, questions of expediency and purposefulness, anti-entropic, creative nature human activity), as well as in the development of an integrated human problems [6, 7].

In practical terms, the solution of issues of formation motivation allows you to create a scientific basis for identifying the most effective forms of educational influence on personality [8, 9].

Motivation problems have been studied by many scientists. D. A. Kiknadze defined motivation as a special ideal action for construction of a motive. A.N. Leontiev presents motivation as a complex formation, which includes needs, motives, emotions, worldview, ideas of the individual about oneself, the forecast of changes in the environment and consequences, the expected assessments of other people. However, a number of questions still await permissions. X. Hekhauzen believes that research on motivation are called upon to substantiate the division of the flow of activity into units [10, 11, 12].

Of particular importance for pedagogical practice are problems of motivation of educational activity. Physical culture plays an important role in higher educational institutions. students. It is also an educational subject and an integral part of the professional training of future specialists, and (together with sports) an indispensable element of the daily routine [13, 14].

The increasingly complex tasks of professional, moral, cultural and aesthetic education in universities require further improvement of the efficiency and quality of pedagogical influence. All this is largely connected with the study of the motivational sphere of the personality of trainees: needs, interests, motives, volitional qualities, functionality. In this regard, it can be assumed that study of the peculiarities of motivation of educational activity in physical education among students will improve the quality education and improve the professional training of future specialists [15, 16].

A correct understanding of the influence of motivation on the process of personality formation and development seems to be fundamentally important for solving the problems of our study. Data show that, on the one hand, due to the development of motivation, the conscious assimilation of educational requirements, internal work on the restructuring of needs, drives, norms of behavior, there is a change in personality relationships with reality. However, in the process of developing personality, another process is also acting - a change in motivation under the influence of the sphere and conditions of activity. In this case, the active moment is the activity that first exits far beyond existing needs, interests, then forms new needs, interests and thereby changes the motivation [17, 18].

Everyday learning activity changes students' opinion about the importance of physical culture (emotional and value component of motivation). Answer options received can be grouped into two main blocks. The first is the idea that

physical culture is an important discipline in which the degree will be regularly tested professional suitability, depend on success in professional activities, and possibly life. To the second - physical culture - a discipline that does not stand out in a row others, a means of preserving and strengthening health.

Of particular interest is the dynamics of ideas about the importance of physical culture, depending on the length of training in Academy. At the same time, attention is drawn to the fact that by the end of the second year of study, the professional and applied value of the discipline in the eyes of students is significantly reduced.

The strength of the incentive motive for classes is due to the presence of a difference between the desired state and the real state available. Answers to the question about the sufficiency or insufficiency of planned classes and trainings for the formation necessary from the point of view of the trainees the level of development of physical qualities and vital skills, on in our opinion, reflect the strength of students' motivation. Draws on attention to the fact that as the length of study at the academy increases, more and more students who do not have incentives to develop basic physical qualities, and there are fewer and fewer people who have a motive to continue working for self-improvement.

Modern systems of physical exercises are specially selected movements and postures aimed at a complex or selective effect on certain functional systems of the body. In some of them have competitive elements.

Currently, athletic gymnastics, rhythmic gymnastics (aerobics), shaping, martial arts and complexes of physical exercises from the oriental systems of karate, wu-shu, and yoga are the most popular among students.

To the features of the organization of training sessions by individual systems of physical exercises should include some restrictions on their choice. In compulsory classes in the academic discipline "Physical Education" can be used only those systems (or elements of these systems) that are associated with increased motor activity. Therefore whole sections, for example, from the yoga system, based on prolonged meditation, prolonged relaxation and passive stretching of the muscles, although they have a certain health effect, cannot be recommended for regular exercise in compulsory school hours due to their highly selective effects on individual body systems. But this does not exclude the use of such exercises in training sessions in an introductory aspect or as an aid.

When practicing individual systems of physical exercises, where possible, the organization of mini-competitions for individual elements, combinations or exercises. They not only increase interest in classes, but also serve as a method of monitoring the effectiveness of training sessions.

Organizational bases of students' classes in various systems of physical exercises in free time are the same, as in the organization of various sports. So sections and groups can be organized to study one from systems of physical exercises. Efficiency criterion such classes are subjective, indirect indicators improving health (well-being, internal satisfaction from classes). However, there may be objective indicators self-control: change in body weight, mobility in the joints.

Study of individual systems in limited group hours exercises do not give a significant effect. This requires daily self

exercise. They greatly increase both general and motor activity, and wellness the effect.

The third pedagogical condition for the formation of motivation students for physical education provides inclusion of the student in practical activities, enrichment experience of health-saving activities, the choice of pedagogical actions, ways of organizing the student's activities.

We can highlight the following resources to maintain interest students to physical culture at the university.

1. Administrative resource (development of relevant programs, event planning, promotion of healthy lifestyle, support, financing, control).
2. Resources of the educational process (using the possibilities of physical education, organizing sports and recreational activities, cultural and leisure forms of work); use of opportunities regulated (forms of training sessions) and unregulated educational space (various forms extracurricular activities) joint activities of subjects of the educational process of the university.
3. Medical support (medical examination of a student, diagnostics of his state of health, prevention, medical support).

## Conclusions

The teacher informs students about the possibilities of the university in this direction, participates with them in various events, supports them in the implementation of their tasks. Choice forms and methods of organizing students' activities at the stage enrichment with relevant knowledge includes consultations of a teacher, participation of students in sports and recreation, cultural events, leisure forms of work, which contributes to their familiarization with health-saving activities, enrichment of creative and activity experience, manifestation of activity and independence in the organization of their own healthy life.

Thus, the pedagogical conditions identified and disclosed by us are able to provide, implement and improve the process of forming students' motivation to study physical culture.

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