

MOTIVATIONAL SPHERE OF
ELEMENTARY SCHOOL PUPILS
IN THE FIELD OF PHYSICAL CULTURE



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Annotations

The issue of increasing the motivation of pupils to the subject "Physical culture and health," independent regular exercises, improvement of motor skills, and the formation of physical education knowledge is currently very relevant in the educational system. There are new views and theoretical and practical recommendations on the problems of physical education of schoolchildren. Many experts in this field believe that it is possible to form an interest to physical culture in special conditions of school or out-of-school visits of sports sections. Other researchers see a solution to this problem in increasing the number of physical education lessons or raising physical education in home environment. However, there is no generally accepted position on this issue. **Purpose:** to determine the physical needs, motives and values for physical culture of elementary schoolchildren attending day-care centers. **Materials and methods:** the organization of the study is represented by conducting a diagnostic questionnaire of the needs, motivation and value spheres of physical culture of the 59 pupils of the 4th grades of secondary schools No. 24 and No. 59 of Gomel, visiting day-care centers. **Results:** the results of the questionnaire made it possible to see the actualization of nine physical education needs and values among pupils. The needs for physical education, physical education and motor skills acquired maximum importance. Physical education, which is not important for pupils, includes the needs for adequate physical education, health and physical education. **Conclusion:** a child cannot be an active and interested participant in physical education without a balanced system of physical education needs, motives and values. Therefore, to solve this problem, it is very important for a teacher to understand not only the structure and content of these spheres of human culture, to know the mechanisms for their formation, but also to know how to diagnose them.

Keywords: demand-motivation sphere; elementary school pupils; motivation; physical education; motive; physical education environment; physicality; motor skills; physical fitness; physical education thinking.

Анотація

Питання підвищення мотивації учнів до предмету "Фізична культура і здоров'я", самостійним регулярним заняттям фізичними вправами, вдосконалення рухових умінь і навичок, формування фізкультурних знань, в даний час вельми актуальне в системі освіти. З'являються нові погляди та теоретико-практичні рекомендації з проблем фізичного виховання школярів. Багато фахівців цієї галузі вважають, що формувати інтерес до фізичної культури можливо в особливих умовах школи або позанавчального відвідування спортивних секцій. Інші дослідники бачать вирішення цієї проблеми в збільшенні кількості уроків фізичної культури або ж вихованні фізичної освіченості в домашньому середовищі. Однак загальноприйнятої позиції на це питання не існує. **Мета:** визначити фізкультурні потреби, мотиви і цінності до фізичної культури молодших школярів, які відвідують групи продовженого дня. **Матеріали та методи:** організація дослідження представлена проведенням діагностичного анкетування потребово-мотиваційної та ціннісної сфер фізичної культури особистості 59 учнів 4-х класів середніх шкіл № 24 та № 59 р. Гомеля, які відвідують групи продовженого дня. **Результати:** результати анкетування дозволили побачити актуалізацію дев'яти фізкультурних потреб і цінностей в учнів. Максимальну значимість набули потреби у фізкультурному середовищі, фізкультурній

тілесності і рухових умінь і навичках. До фізкультурних мотивів, які не мають значущості для учнів, віднесені потреби в адекватній фізкультурній діяльності, підтримці здоров'я і фізкультурному мисленні. **Висновок:** без збалансованої системи фізкультурних потреб, мотивів і цінностей дитина не може бути активним і зацікавленим учасником фізкультурної діяльності. Тому для вирішення цього завдання вчителю дуже важливо розуміти не тільки структуру і зміст цих сфер культури людини, знати механізми їх формування, а й володіти методикою їх діагностики.

Ключові слова: потребностно-мотиваційна сфера; молодші школярі; мотивація; фізична культура; мотив; фізкультурне середовище; тілесність; рухові вміння; фізична підготовленість; фізкультурне мислення.

Анотація

Вопрос повышения мотивации учащихся к предмету «Физическая культура и здоровье», самостоятельным регулярным занятиям физическими упражнениями, совершенствованию двигательных умений и навыков, формированию физкультурных знаний, в настоящее время весьма актуален в системе образования. Появляются новые взгляды и теоретико-практические рекомендации по проблемам физкультурного воспитания школьников. Многие специалисты этой области считают, что формировать интерес к физической культуре возможно в особых условиях школы или внеучебного посещения спортивных секций. Другие исследователи видят решение этой проблемы в увеличении количества уроков физической культуры или же воспитании физической образованности в домашней среде. Однако общепринятой позиции на этот вопрос не существует.

Цель: определить физкультурные потребности, мотивы и ценности к физической культуре младших школьников, посещающих группы продленного дня. **Материалы и методы:** организация исследования представлена проведением диагностического анкетирования потребностно-мотивационной и ценностной сфер физической культуры личности 59 учащихся 4-х классов средних школ № 24 и № 59 г. Гомеля, посещающих группы продленного дня. **Результаты:** результаты анкетирования позволили увидеть актуализацию девяти физкультурных потребностей и ценностей у учащихся. Максимальную значимость приобрели потребности в физкультурной среде, физкультурной телесности и двигательных умениях и навыках. К физкультурным мотивам, не имеющим значимости для учащихся, отнесены потребности в адекватной физкультурной деятельности, поддержании здоровья и физкультурном мышлении. **Заключение:** без сбалансированной системы физкультурных потребностей, мотивов и ценностей ребенок не может быть активным и заинтересованным участником физкультурной деятельности. Поэтому для решения этой задачи учителю весьма важно понимать не только структуру и содержание этих сфер культуры человека, знать механизмы их формирования, но и владеть методикой их диагностики.

Ключевые слова: потребностно-мотивационная сфера; младшие школьники; мотивация; физическая культура; мотив; физкультурная среда; телесность; двигательные умения; физическая подготовленность; физкультурное мышление.

The issue of increasing pupils' motivation to the subject "Physical culture and health," independent regular exercise, improvement of motor skills and skills, and the formation of physical education knowledge is currently very relevant in the educational system.

Important educational task in this area is the formation of pupils' identity by means of sports knowledge available to understanding to the child of younger school age, and their subsequent application in the use of motive skills not only in educational, but also after hours [2, 3, 11, 18, 19].

In addition, one of the main

tasks of physical education of students of the first level of general secondary education is to promote the formation and development of the need for physical education, recreation and sports and recreation activities [1]. In this regard, research on the development of the motivational sphere of schoolchildren L.I. Bozhovich [3], P.K. Durkin [5], E.P. Ilyina [6] and others are of particular importance.

Many works of foreign authors are also devoted to the study of the motives of elementary school children in physical education and sports, the search for conditions and ways to increase their status. So,

Nurmi J. and Aunola K. [15] note that a decrease in the motivation of children of the above age and skills related to physical education begins in elementary school.

Gao Z., Lee A. M., Solmon M. A., Zhang T. [16] consider not only motivational processes in the field of physical education and their changes, but also factors influencing child's decision-making to be physically active and healthy.

In a study on motivational processes related to physical activity and quality of life of children, Gu X. and Solmon M. [17] concluded that creating a favorable motivational climate along with long-term

Table 1

Physical education needs

Physical education needs	I don't agree	I don't care	agree partially	agree completely
	0	1	2	3
In the physical education environment	27	34	69	164
In physicality	6	15	34	125
In motor skills	5	18	39	115
In physical fitness	13	20	36	108
In physical education leadership, competition	18	10	44	105
In physical education knowledge	19	14	44	100
In adequate physical activity	32	13	48	88
In health maintaining	20	12	64	81
In physical education thinking	64	37	41	37

beliefs about physical education activities can encourage children to be engaged in physical activity both at school and beyond and, therefore, can affect their quality of life.

Unfortunately, the issues related to the motivation of pupils to be engaged in physical education and sports, despite attempts to practically solve them, remain insufficiently developed from a scientific point of view.

Currently, there are a number of methods for diagnosing pupils' motivational sphere (mainly social and educational motives), but the diagnosis of the motivational and value spheres of personal physical culture, applicable to the age of younger schoolchildren, has not been developed.

The objective. The aim of the questioning is to determine the physical needs, motives and values for physical culture of elementary schoolchildren attending day-care centers.

Materials and methods. The organization of the study is represented by conducting a diagnostic questionnaire of the needs, motivation and value spheres of physical culture of the 59 pupils of the 4th grades of secondary schools No. 24 and No. 59 of Gomel, visiting day-care centers.

Research results. The

questionnaire was compiled in accordance with the methodology for diagnosing the state of the needs, motivation and value spheres of physical culture of the person V.N. Starchenko, adapted by us for primary school age. It contained such statements-motives of physical activity as: motives in maintaining health, in adequate physical activity, in motor skills and skills, in physical fitness, in physical education knowledge, in physical education thinking, in leadership and rivalry, in physical education environment and in physicality [13].

Each physical-cultural need and the corresponding physical-cultural value are presented in the questionnaire with three motives by statements, and the need for the physical-cultural environment with five motives by statements. The tester was supposed to give each motive of his physical activity significance (rank) on a scale from "0" to "3," where "0" means the absence of motive significance, and "3" means the maximum motive significance. Leading sports motives can include those which were given more ranks than 2 during testing [12, 13].

Based on the data of the table, the need for a physical education environment took the leading position and acquired the

maximum significance of a total of 164 responses for five statements. According to the results obtained, 69.5% of pupils like to train in equipped sports places (venues), and 59.3% of children surveyed want to have a special sports uniform and objects (badges, medals, souvenirs, etc.). About 55% of schoolchildren prefer to be in a sports team (team) and communicate (play and compete) with other participants and athletes. 39% of respondents show interest in the news about events in the field of sports and physical education.

The need for physical education: to have a healthy and strong body (the first motive), capable of easily performing various movements (the second motive), physique, as in famous athletes (the third motive), are 84.7; 74.6 and 52.5 per cent, respectively.

With regard to physical education, the need for motor skills and skills is an integral part of the lifestyle of any child. The formation of motor skills as well as the development of the ability to use them in extra-time, during physical education classes and independent games, constitutes one of the primary educational tasks of the educational subject "Physical Culture and Health" [14].

In accordance with the answers

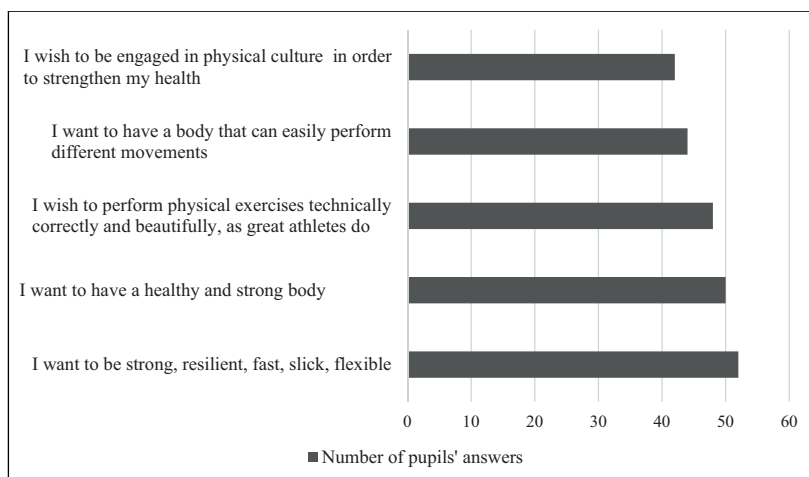


Fig. 1. Physical education motives of maximum significance

received for the above needs, 67.2% of children want to perform various (including vital!) Motor actions and 47.4% of pupils want to learn different and popular physical exercises. 81.3 percent of pupils would like to perform physical exercises technically correct and beautiful, as great athletes do.

The need for physical fitness deserves special attention in the study of the need-motivation and value sphere of physical culture of the young pupil's personality. Fulfilling the requirements to increase this need is the primary task of physical education of children.

Every year there is an increasing interest in the researches related to the study of the physical fitness of schoolchildren, their attitude to physical culture and sports. So, for example, the results of a study conducted with the 50 of students of the 3rd grade of secondary school No. 67 of Gomel in May 2019, stated the interested and positive attitude of children to physical culture and sports, revealed difficult test exercises. Running 6 minutes is a difficult standard for 22 (44%) students. The lightest standards are shuttle running and torso lifting from the lying position on the back for 4 (8%) and 5 (10%) of the respondents, respectively. 14 (28%) children can perform all test exercises with ease.

A long jump from a place, a forward tilt from a position sitting on the floor, a run of 30 meters, a vis on bent hands represent difficulty for 14% of pupils [7].

According to the results of the next question about the desire to be strong, resilient, fast, slick, flexible 88, 1% of students would like to have such qualities, and only 5% are indifferent to this statement. 40.7% of schoolchildren have a desire to perform some physical exercises better than other children at school, which is opposite to the answers of 15.2% of pupils.

The question about the need for physical education leadership, rivalry is very relevant in the study, since in junior school age there are significant changes in the children's relationship to each other: collective ties arise, public opinion is formed, demand for each other, mutual assessment. Many strive to gain the recognition of their peers, to show leadership qualities of character, to fulfill any task or action better than others [1].

On the above-mentioned issue, the following results were obtained: 57, 6% of schoolchildren only want to win competitions, and for 15% of children this motive does not matter. They always strive to show the best result by participating in competitions, 64.4% of respondents,

and 56% of children like that in physical education classes you can compete with each other or with another team. Only 5.1 percent of them are indifferent to the latter statement.

Any physical education need will not acquire proper importance for the person without familiarization with the basics of physical education knowledge. Knowledge is one of the effective ways to involve children in physical exercises, sports, and form an interest in physical development. The results of the testing in the second half of 2019, which was attended by 35 students of the 3rd grades attending the groups of the extended day of secondary school No. 59 of Gomel, determined the level of "above average" in knowledge about physical exercise and the "average" level of formation of knowledge about a healthy lifestyle among students of the 3rd grades [8].

It is obvious that the acquisition of knowledge by schoolchildren on topics or, at least, the study of their foundations in the number of hours provided for by the program cannot be fully realized [9].

As for the need of younger schoolchildren for physical education, 52.5% of children want to know the history of sports, which is opposite to the answers of 22% of respondents. The majority, 57.6% of pupils, are interested in knowing how to improve their own physical development, and 8.5% of children are indifferent to this issue. It is pleased that 59.3% of children want to acquire knowledge, skills and skills in physical culture in order to apply them in their lives. The rest - 25.4, 8.5 and 6.8 percent of respondents agree partially, are indifferent and do not see significance in this motive.

Considering the data on the need of elementary school pupils for adequate physical education, it can be stated that 40.7% of respondents would like to be regularly engaged in the physical education and sports in any circumstances. 56%

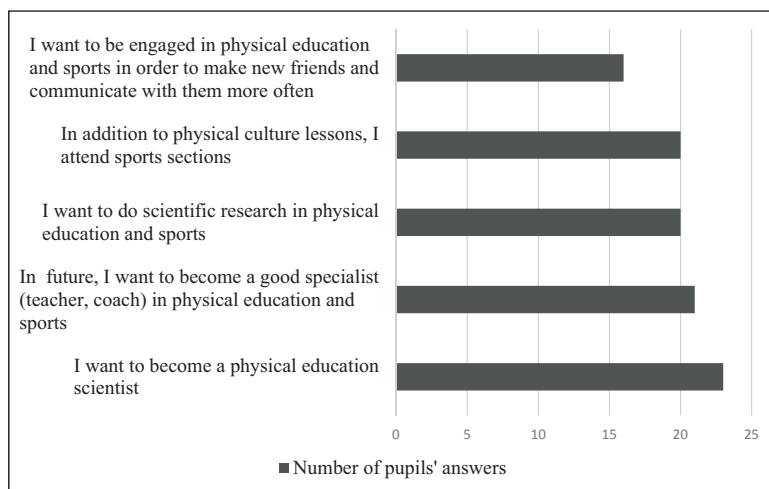


Fig. 2. Physical education motives of no significance

of schoolchildren agree to have a habit of self-exercise, and 28.8% of pupils agree partially, but for 10.2% of respondents this motive does not matter. In addition to physical education lessons, 52.5% of children attend sports sections and 33.9% are not involved in additional sports.

The results of allegations about the motivation of younger schoolchildren in health maintaining showed their interest in this issue. Thus, 71.2% of children want to be engaged in physical education in order to improve their health, and 28.8% of children agree partially. None of them cares about this type of motive. They want to exercise because they bring joy, improve mood and well-being, 42.4% of those tested. Only 23.7% of students want to be engaged in physical education and sports in order to make new friends and communicate with them more often and 27.1% of respondents do not agree with this statement at all.

The need for physical education takes an important place in this study. The formation of knowledge about physical activity among pupils becomes dominant in the process of intellectual development of younger schoolchildren. Only 20.3% of children want to be engaged in scientific research in physical culture and sports, and 15.2% of those

tested want to become a scientist in the field of physical culture. In addition, 27.1% of students want to become a good specialist (teacher, coach) in physical culture and sports in the future.

Unfortunately, for 36% of pupils of day care centers, this motive does not provide value and, therefore, is not updated in any way. It should be noted that in the period of primary school age there is a transition from knowledge of everyday to scientific knowledge, from thinking practical (substantive or figurative) to thinking theoretical [1]. The system of scientific concepts, including in the field of physical education, is mastered through the inclusion of the child in educational activities.

Summarizing the results of the study, it is logical to highlight physical education motives of maximum significance (Fig. 1) and motives of no significance (Fig.2).

These charts show that 88.1 percent (or 52 students) have a need for physical fitness, namely, being strong, resilient, fast, slick, flexible, and 84.7 percent (or 50 guys) want to have a healthy and strong body. However, in the overall rating of motives, this need takes 4th place.

Among the non-relevant physical needs in diagram 2, the motivations for the need for physical education should be highlighted. 39 and 35.6

percent of students, respectively, do not want to become scientists in the field of physical education and good specialists (teacher, coach) in physical education and sports in future. In the total rating of eight motives, the above-mentioned need takes the last place.

Conclusion. Summarizing the above, it should be concluded that all nine physical education needs and values are updated in different ways among pupils. The needs for physical education, physicality and motor skills acquired maximum importance. Physical education, which is not important for pupils, includes the need for adequate physical education, health care and physical education thinking. Considering each motive separately, the leading position was taken by the statement about the desire of pupils to be strong, resilient, fast, deft and flexible, and the least number of answers was to become a scientist in the field of physical education.

The obtained research results can be used by physical education teachers and applied in their lessons, in the development of sports events, games, relay races, class leaders - when planning the topics of meetings with the class, trainers of sports sections, as well as parents of students - when choosing certain sports and additional physical education classes.

These questionnaires are also necessary for teachers of day care centers in working with children, since, as a form of organizing pupils' extracurricular time, along with the educational subject "Physical culture and health," it has significant opportunities to solve educational problems. One of the priority tasks of the above-mentioned group in educational institutions is comprehensive not only mental, but also physical development of pupils, assimilation of the basics of physical education knowledge and healthy lifestyle, as well as preservation and promotion of health [10].

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