

*I. Vrzhesnevskyy, PhD in Physical Training and Sport Science  
T. Rakytina, Senior lecturer  
E. Cherniayev, PhD in Biology  
(National Aviation University, Ukraine, Kyiv)  
O. Novoselova, PhD in Pedagogy  
(Uralskyy State University, Russia)*

## **FACTORS AFFECTING NAU STUDENTS MOTIVATION TO REGULAR EXERCISE**

*The results of studies of factors that affect the motivation of students to regular independent exercise. We consider the ratio of students to the factors such as competition, comparison, imitation. Obtained data on self-assessment of the physical health of students of NAU, and attitudes to regular exercise in the families surveyed.*

In today's information society, there are negative trends in mode of life of students. Adverse environmental conditions, lack of adequate amount of physical activity, the spread of bad habits, stress, conflict – all this affects the health of the modern student, drastically compromising on quality characteristics [1, 2]. Sedentary lifestyle is inherent in "virtual society" affects primarily the biological potential of human beings creating conditions for disease generally low and limiting perspectives person. Movement (long, regular and fairly intense) – is a major component of normal life that is laid by nature. Thus, the involvement of the young man perceived to regular motor activity causes the method, quality, performance and style of life.

Modern students are quite aware of potential physical and cultural consequences of neglecting regular exercise [4], but most of them formed needs (need) to worry about health and have no desire to engage in physical self. As a result of public opinion polls conducted by a number of regions of Ukraine in 2005. the rating of values in the first place (almost 80% of respondents) is health [1]. But regularly, or almost regularly, will the physical training and sports, according to Behan I.D., a small portion of the population – 18-19%.

Matter of fact (with physical imperfections of man and the personal physical weakening) vytyskuyetsya distorted reality of the virtual world of the modern student or student within consciousness. So there is a need to search or updating the factors that will encourage students to self-study physical education. In this sense, the study of factors affecting the ratio of human to physical exercise is very timely, they should be treated as individual motives, but by a number of characteristics (age, gender, graduation, and so on) you can combine both general for the contingent.

We set a goal – to give a detailed interpretation of a number of push factors that affect the motivation of students to regular classes of motor activity;

The study used the following methods: analysis and synthesis of the experience of modern scientific and methodological research; analysis of best teaching practices; questionnaire; methods of mathematical statistics.

Considering man as an activity and, in this context, using the accepted definition in psychology, we can characterize motor activity as conscious and unconscious, as the case (with the usual periodization of this description). Thus, we can assume that when we face circumstances arise related to the unsatisfactory state of our motor function and require selection strategy or a new way of optimizing the physical condition, these factors fall into the zone of clear consciousness. But once the decision is made, the strategy is found, the situation changed when the board passed in the unconscious, consciousness is released to address newly emerging problems or find new challenges. We assume that a regular balanced understanding of motor activity occurs in the "zone of clear consciousness," when the human mind is confronted with the need to address certain issues or challenges. It was at this time laid the foundation to a stable, long-term motivation.

Some scientists believe that motivation is based on biological and social factors, as well as the factors why taught, or that promotes or has maintained a purposeful behavior [8, 11]. According Zh.Hodfrua (1992), and other professionals [10, 12] motivated a set of factors that support and direct, that determine human behavior. According Zanyuk S. (2002), a collection of incentive motivation factors that determine the activity of the individual. These are the motives, needs, incentives, situational factors that determine human behavior. According Prysiazhnyuk SI (2013) motive is always a subjective factor, which is marketed as an individual and specific, it is influenced by the environment as well as in the implementation and training. In terms Kelysheva I. (2007) can be divided into 6 main content types motives for physical activity: physical self, united solidarity zabov'yazennya, competition, imitation, sporting achievement. We believe that this scheme is not quite perfect, because they do not take into account the impact of gender-specific education, training, and some social and domestic factors.

In order to obtain preliminary information on a number of factors that influence the attitude and motivation of students as to the scope of individual motor activity in the 2012-2013 academic year the National Aviation University conducted the survey. The proposed questionnaire included questions on self-assessment of the physical health and their ability to compare results of the motor tests with the results of others (which can be seen as an element of comparison, and as a manifestation of competition), the ratio of parents surveyed in regular exercise, the ratio of students surveyed physical development and physical improvement of others (3 questions). By questionnaire was drawn 40 students and 40 students of the second year of NAU, had as "excellent", "good" and "satisfactory" in the discipline "Physical Education" and the course of study.

Surveyed students – boys over 27% consider their health as satisfactory, 63.5% – well, more than 9% – very good. Among girls, there are some who consider their health poor – 6.1%, 30.3% – satisfactory, good – 51.5%, very good – 12.1%. Therefore, it may be noted that among girls are those who see negative trends in the state of their health, youth, even in an anonymous survey does not suggest ideas for possible defects or deficiencies in their physical condition. At the same time, awareness of personal physical imperfections – the first step to understanding the need for regular exercise independent.

The next question is illuminated landmarks resorted to second-year students performing software standards for physical education. Under 6% by performing motor tests (standards) set itself the next landmark – "I am better than others"; more than 21% believed that the important thing is not to be "worse than others"; more than 15% of standards performed only in order to earn ranking points; 57.5% of respondents tuned to show off your best score. Among women there was no such standards for performing the installation "I am better than others"; only 12% were afraid of not being "worse than others"; 27.5% were working to "earn" points; 60.6% were prepared to reveal its best result. Thus, most students (57.5% boys and 60.6% girls) carrying a maximum strain specific physical standards focus their thoughts on the most effective implementation of the exercise.

Factor competition – a comparison ("I'm better" or "I'm no worse") is present in more than boys – 27% (6% + 21%) and significantly lower in girls – 12%. In turn, the impact assessment of the future (as selfish factor), ie, rating scores, the more it encourages girls – 27.5%, and less than boys – 15%.

The influence of the family is an important factor in shaping the attitude of the young man to the various forms of life. So, according to parents about the availability of regular exercise in life has a corresponding meaning. It is significant that the question "How do your parents belong to a regular exercise routine?", One of the students gave no answer – "negative." Almost 75% of students with gender differences reported positive attitudes of parents to exercise continuous use. At the same time, quite a few students (about 25%) do not even have a clue about the attitude of their parents to exercise, or consider it a neutral attitude. That is, in the family every fourth student despised physical development of the child and avoided talking about the need to monitor their own physical condition and regularly used in the mode of life exercise.

Three questions were to determine the presence or absence of the possibility of imitation specific individuals and in this context, the probability of an aesthetic influence on beauty and perfection of the structure of the human body. When asked "Do you feel envy people who have a perfect physique or athletic?" Received the following relevant:

- boys – "yes" – 0%; "No" – 70%; "Sometimes" – 30%;
- girls – "yes" – 15,1%; "No" – 57,6%; "Sometimes" – 27,3%.

We slightly changed the question for the audience. Later in the questionnaire, it was: "Do you like to consider people who are physically developed and trained?". The answers were distributed as follows:

- boys – «yes» – 36,3%; «No» – 9,2%; «Don't care» – 54,5%;
- girls – «yes» – 81,8%; «No» – 0%; «Don't care» – 18,2%.

The question "Do you consider physically developed people – actors, athletes, friends, as an example to follow?" 36.4% of boys answered "yes", 63.6% – "no." The girls, on the contrary, the answer is "yes" – 70% "no" – 30%.

Thus, imitation factor in students has shown enough gender predisposition. Based on the responses received can be assumed that girls still thought about these issues. There is also a suggestion that the girls filling anonymous questionnaire more candid in their opinions. Guys, perhaps unconsciously turning a blind eye to such question or reject them.

## Conclusion

Answers to questions are analyzed indicate the presence of priorities which focus on students. These priorities are largely associated with features of family education, mentality different populations and gender differences in approaches to motor activity and physical education in general. Analysis of the survey suggests that most women with age have appointed their own guidelines, canons in the context of physicality, physical beauty and health. Also found that the majority of students, regardless of gender affiliation, when performing separate motor tests -- standards of discipline focus their thoughts on the most effective exercises.

Prospects for further research in this plane is to determine the other push factors to encourage students to regular exercise and in-depth study of the most significant of these.

## References

1. Бех І.Д. Виховання особистості. – К.: Либідь, 2003. – Кн. 2. – 342 с.
2. Булатова М. Здоров'я і фізична підготовленість населення України / М. Булатова, О. Литвин // Теорія і методика фізичного виховання і спорту. – 2-4. – № 1. – С. 3-9.
3. Вейнберг Р.С., Гоулд Д. Психологія спорту. – К.: Олімпійська латература, 2001. – С. 53–63.
4. Вржесневський І.І. Самоконтроль та самооцінка фізичної підготовленості студентів, як когнітивний процес // Науковий часопис НПУ ім. Драгоманова / За ред. Г. М. Арзютова. – К.: Вид-во НПУ ім. Драгоманова, 2013. – с. 27–31.
5. Ильин Е.П. Мотивация и мотивы. – Спб: Питер, 2002. – 508 с.
6. Круцевич Т.Ю. Теория и методика физического воспитания: учебник (для студентов вузов физ.воспитания и спорта; в 2 т.) / Т.Ю. Круцевич. – К., 2003. – Т.2. – 392 с.
7. Рогов И.Е. Общая психология : курс лекций. – М.: Владос, 2007. – 447 с.
8. Davis K. Human Behavior at Work: Organizational Behavior. 5 th ed. – New York: Mc Graw-Hill, 1977. – 42 p.
9. Fuoss D.E., Troppman K.J. The psychology of motivation: improving personal perfumes a nec // Effective coaching. A syehological approach. – New York: John Wiley and Sons, 1981.
10. Howe B.L. Motivation for success in sport // Int. J. SP. PSY. – 1987/ – N 1. – P. 1–9.
11. Madsen K.B. Modern Theories of Motivation. – Copenhagen: Verl. Psyebol, 1959.
12. Mednick S.A., Higgins J., Kirschenbaum J. Psychology Exploration in Behavior and Experience. – New York: John Wiiley and Sons, 1975. – 94 p.
13. Murray M.A., Edward J. Motivation and Emotion // Englewood Clisse. – New York: Prentioe-Haih. 1964.