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PRIORITIES IN THE CHOICE OF PHYSICAL AND RECREATION ACTIVITIES OF THE 2ND YEAR STUDENTS OF THE SPECIALTY “PHYSICAL THERAPY, ERGOTHERAPY”

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ПРІОРИТЕТИ У ВИБОРІ ФІЗКУЛЬТУРНО-ОЗДОРОВЧОЇ ДІЯЛЬНОСТІ СТУДЕНТІВ 2 КУРСУ СПЕЦІАЛЬНОСТІ «ФІЗИЧНА ТЕРАПІЯ, ЕРГОТЕРАПІЯ»

Abstract. Recent research shows that the state of students' health worsens and their physical activity is insufficient. The reasons for this phenomenon are various: constant increase in academic workload, insufficient number of Physical Education classes included in the curriculum, high cost of modern fitness services, etc. In addition, the traditional form of Physical Education lessons does not contribute to the students' growth of interest in the process of physical culture and health activities, which involves the acquisition of an appropriate set of knowledge, skills and abilities. The lack of scientific papers dedicated to the comparison of students' priorities in the choice of physical and recreation activities, in particular, those of medical students, stipulated the choice of the theme and aim of the given research – to determine the priorities of 4th year students majoring in “Physical Therapy, Ergotherapy” in their choice of physical and health recreation activities and popular sports.

The survey was conducted in the form of a questionnaire. Students were supposed to give a single answer to a question. The survey was conducted in October in 2020–2021 academic year at I. Horbachevsky Ternopil National Medical University. The survey encompassed 46 4th year Ukrainian students of medical faculty, specialty “Physical Therapy, Ergotherapy”.

In the course of our research we used the following methods: analysis of scientific and methodological literature, pedagogical observation, interviews, questionnaires, methods of mathematical statistics.

The analysis of students' answers allowed to single out certain tendencies and characteristic features of their sports interests. The study concluded that to improve the process of students' physical education their interests should be taken into account, in particular through the introduction of the course “Health and Rehabilitation Swimming” for the 3rd year students of the specialty “Physical Therapy, Ergotherapy”.

Key words: physical education; physical activity; physical culture and health-recreation activity; future physical therapists; kinds of popular sports.

Аноація. Сучасні дослідження свідчать про те, що стан індивідуального здоров'я студентської молоді є досить низьким, а їх загальна та спеціально організована рухова активність – недостатньою. Причини цього явища є найрізноманітніші, а саме: постійне збільшення навчального навантаження у закладах вищої освіти, дорога вартість сучасних оздоровчих та фітнес-послуг, недостатня кількість різних форм оздоровчо-рухової активності для студентської молоді тощо. Слід також зазначити, що традиційні форми занять спеціально організованої рухової активності не сприяють зацікавленості студентів до процесу фізкультурно-оздоровчої діяльності, що передбачає здобуття відповідного комплексу знань, вмінь та навичок. Відсутність достатньої кількості наукових праць, спрямованих на зіставлення пріоритетів у виборі фізкультурно-оздоровчої діяльності студентів, зокрема медичного профілю, зумовила вибір теми та мети дослідження – визначити пріоритети студентів 4 курсу спеціальності «Фізична терапія, ерготерапія» у виборі видів фізкультурно-оздоровчої діяльності та масового спорту.

Дослідження полягало у проведенні анкетування, яке проводилося у жовтні 2020–2021 навчального року на базі Тернопільського національного медичного університету імені І. Я. Горбачевського МОЗ України. Всього в анкетуванні взяли участь 46 студентів четвертого курсу медичного факультету, спеціальності «Фізична терапія, ерготерапія». В ході нашого дослідження ми використовували такі методи: аналіз науково-методичної літератури, педагогічне спостереження, інтерв'ювання, анкетування, методи математичної статистики.

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Аналіз відповідей студентів дозволив виокремити певні тенденції та характерні особливості їх спортивних інтересів. У ході дослідження зроблено висновок про те, що для покращення процесу фізичного виховання студентів слід враховувати інтереси студентів щодо вибору спеціально організованої рухової активності, зокрема через введення в програму підготовки студентів 3 курсу спеціальності «Фізична терапія, ерготерапія» дисципліни «Оздоровчо-реабілітаційне плавання».

Ключові слова: фізичне виховання; рухова активність; фізкультурно-оздоровча діяльність; майбутні фізичні терапевти; види масового спорту.

Introduction. Healthy lifestyle is one of the main factors of human longevity. Unfortunately, in recent years in many eastern European countries a decrease in average life expectancy has been recorded. Thus, promotion of healthy lifestyle is the only factor which enables people to increase control over, and to improve, their health. Correction of students' nutrition (adding trace elements and vitamins into the diet, maintaining the correct ratio of proteins, fats, and carbohydrates) is prerequisite which can increase their cognitive and intellectual capacity, their level of socialization, reduce the risk of development of atherosclerosis in working age, diabetes, hypertension, malignant tumours, osteoporosis etc. It is proved that the main causes of hypertension, myocardial infarction, and diseases of the cardiovascular system include unhealthy lifestyle, malnutrition, and smoking.

One of the main reasons for the progressive deterioration of young people's health indicators is the ineffectiveness of preventive measures for the preservation and strengthening of their health. In the maintenance of the health and formation of healthy lifestyle, family education, educational and wellness institutions play a great role. It is very important to cultivate the idea of healthy lifestyle not only in early childhood but also at the level of university. Healthy lifestyle includes the right day regimen, proper correlation between work and rest, healthy diet, communicating with family members, friends and nature, and, most of all, physical education.

The need for health-recreation orientation of physical education as a component of higher medical education is stipulated by the situation with the state of population's health in Ukraine. According to the WHO recommendations, to maintain optimal life of students there is a need for daily physical activity of moderate and high intensity for at least 60 minutes a day [2, p. 134; 3, p. 401].

However, observations of physical activity of students from 105 countries show that about 80 % do not reach the recommended level. It is no coincidence that today in the WHO documents, events aimed at increasing physical activity of European population are recognized as one of the most cost-effective approaches to public health strengthening. At the same

time, Physical activity factsheets for the 28 European Union Member States of the WHO European Region (2018) identify guidelines for promoting physical activity among young people in the field of education. In the context of building a national system of physical education, it is important to take into account the interests of students in the conscious choice of physical and recreation activities [1, 5–7].

In the process of studying in higher educational institutions, there is a tendency to reduce students' interest in physical education and mass sports. This can be due to a number of reasons:

- 1) the abstractness of the normative program of physical education, which does not take into account regional, climatic, national characteristics;
- 2) a unified approach to a group of students, not to a specific student with their individual characteristics;
- 3) the lack of proper training facilities [3, p. 236].

Motivational and value attitude of students to physical education is a set of phenomena that motivate active activity on the basis of internal needs, external conditions (motives) and concepts that have developed socially and acquire personal significance (values). It includes interdependent components: motor, emotional, cognitive, volitional. Interest is a conscious need, which manifests itself as a stimulator of active search and productive activities to meet the needs, reproduction of the student's strength – physical and spiritual [4, 7]. Researchers [6] emphasize that a necessary condition for the formation of interest in educational activities is to give students the opportunity to show independence and initiative. The more active the teaching methods are, the easier it is to provoke their interest.

Overcoming the difficulties of educational activities is an important condition for the emergence of students' interest. However, the complexity of the study material leads to increased interest only when this complexity is moderate and can be overcome. Otherwise, the interest quickly disappears [3, p. 236]. Researchers have identified three main groups of factors that affect students' attitudes to physical education as a component of life. The first group includes objective factors: lack of free time, presence or absence of conditions for training (sports facilities, equipment, inventory). The second

group consists of subjective factors: beliefs, interests, motives, attitudes, values, which reflect the attitude of the individual to physical culture and health recreation activities. The third group includes the level of special sports and fitness classes and motor skills [3, p. 243].

Since independence is a personality trait, and personality is formed in the process of activity, we can assume that for the development of independence it is necessary to create adequate conditions for activity. The task of physical education teachers in organizing independent work of students is to help them develop the desire and ability to learn independently. Planning of independent work of students should be carried out by the educational part comprehensively, starting from the development of a curriculum in the direction of preparation for systematic planning of the Department of Physical Education and a teacher. During the development of the course curriculum, the teacher must plan the number of hours of independent study on relevant topics, determine the content and nature of independent tasks [5].

According to scientists, students' attitude to physical education can be improved by developing the material and technical base, improving the direction of the educational process and the content of classes, combining physical education tasks with personal development tasks, increasing the emotional level of classes, etc. [1, 2, 5]. In addition, it should be noted that the effectiveness of these tools will be higher in the case of differentiated and individual approaches in the process of physical education. This need is acute due to the fact that medical students' groups are heterogeneous in interests, level of health, motives and level of physical fitness [3, p. 243].

The aim of the article is to determine the priorities of the 4th year students majoring in "Physical Therapy, Ergotherapy" in their choice of physical and recreation activities and popular sports.

Methods. At the end of October of 2020–2021 academic year, we conducted a written survey of students aimed at determining their priorities for the types of physical activities and sports provided at I. Horbachevsky Ternopil National Medical University. The question of the written survey was as follows: "What types of physical, health recreation activities and popular (mass) sports would you like to engage in at practical classes in the "Types of health recreation and physical activity" course? The survey was attended by the 4th year students of the Faculty of Medicine, majoring in "Physical Therapy, Ergotherapy", a total of 46 students, including 24 males and 22 females.

In the course of our research we used the following methods: analysis of scientific and methodological literature, pedagogical observation, interviews, questionnaires, methods of mathematical statistics.

Results. The results of the survey showed that the most popular mass sports among male students are team and sports games such as volleyball (27.3 %), football (23.3 %) and basketball (9.6 %). Individual sports games, such as table tennis (13.6 %), tennis (4.1 %) and badminton (1.4 %) are much less popular among male students (see Fig. 1). The students explained the popularity of team sports games by their high emotionality, an excellent means of physical development and socialization of personality.

Among individual kinds of popular sports, weightlifting (6.9 %), swimming (5.5 %), athletics

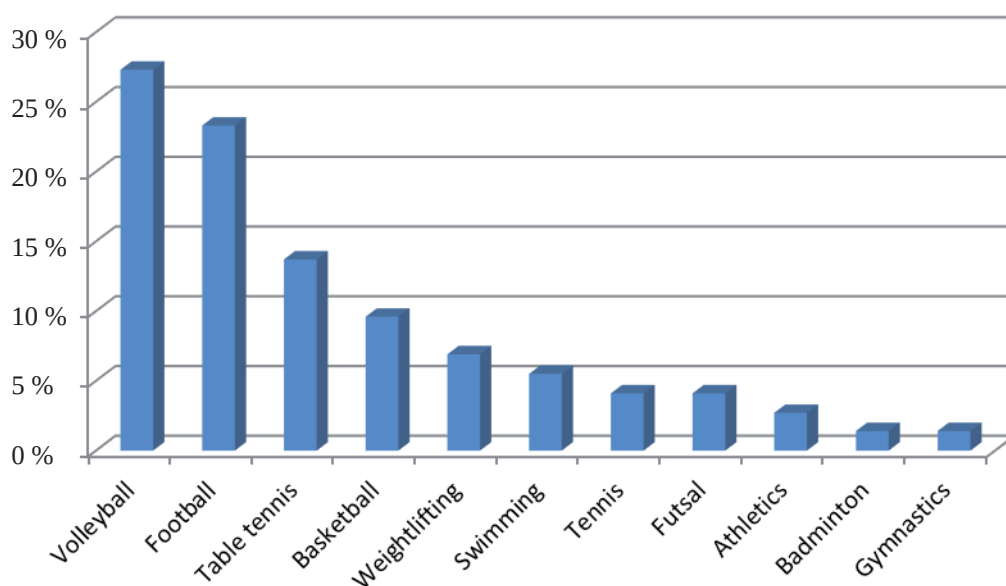


Fig. 1. Priorities in the choice of motor activity of future physical therapists (males).

(2.7 %) and gymnastics (1.4 %) are the most popular among future physical therapists. The students explained the choice of these individual popular sports by the fact that they have a significant impact on their physical development, physical training and harmonious development of body structure.

According to a survey of future female physical therapists, we obtained slightly different results: the

most popular mass sports are team and individual sports games such as volleyball (27.3 %), tennis (12.3 %), basketball (10.8 %), football (6.2 %), badminton (4.6 %). Regarding the choice of female students, we received the following results: gymnastics (12.3 %), swimming (10.8 %), cheerleading (6.2 %), fitness (3.1 %), ballet (3.1 %), athletics (1.5 %), checkers (1.5 %) (see Fig. 2).

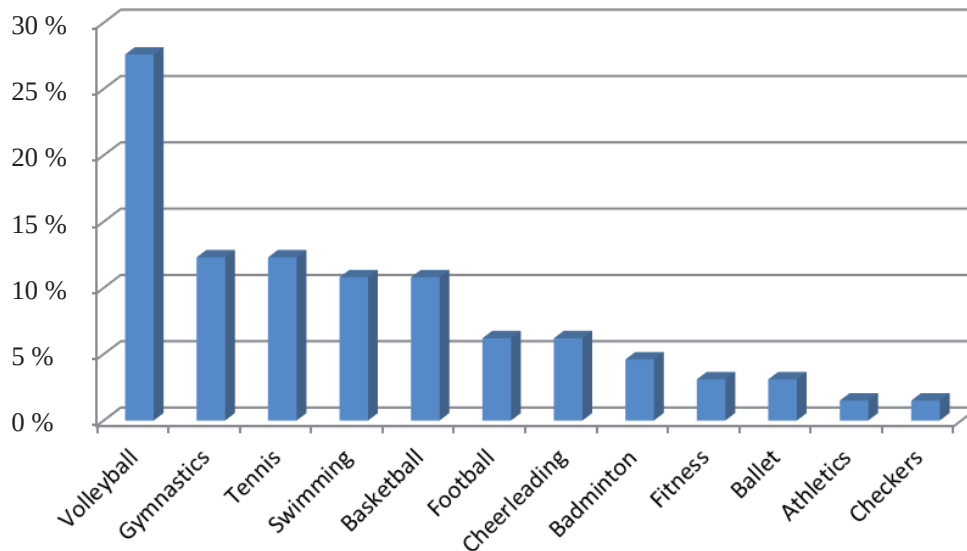


Fig. 2. Priorities in the choice of motor activity of future therapists (females).

These results show that such popular sports as volleyball, basketball, football, badminton, tennis and table tennis are a priority for both male and female students. Therefore, their elements and various games according to simplified rules should be actively used in Physical Education classes. Individual popular sports and their elements such as athletics, gymnastics and swimming should also be actively used in Physical Education classes, as they are popular both among male and female students.

It should be noted that the students' answers also included popular sports, which were chosen only by males – weightlifting (6.9 %), and females – cheerleading (6.2 %), fitness (3.1 %) and ballet 3.1 %).

To improve the process of physical education, we consider it necessary (when possible according to the schedule) to divide the two academic groups into males and females and conduct classes in the “Physical Education” course with the account of gender interests of the students. Given the current challenges faced by our country (unsatisfactory health condition of our students, the spread of COVID-19, the continuation of the war), we consider it necessary to pay more attention to the following aspects within physical education classes: most classes must be conducted in the open air (stadiums, parks, squares, wood lines); physical exercises must be

performed with proper breathing techniques and various recreational breathing techniques must be studied in “Physical Education” classes; motor activity of aerobic character (health-improving walking, Nordic walking, cross-country running, health-improving swimming, sports and mobile games) must increase; the share of professional and applied physical training of students (general developmental exercises with and without objects, Pilates, stretching, yoga, gymnastics) must be increased; the portion of military-applied physical training (cross-country running, obstacle course race, climbing, throwing, transporting the victim, etc. must be increased).

Conclusions and Prospects for Research. Interest in the educational process of physical education can be increased if you use such types of physical activity, which are very popular among young students. The methodical system of application of health-improving technologies in the process of physical education is designed to create favorable conditions for motivating students to exercise.

The effectiveness of the health process largely depends on the purpose of exercise and physical activity in extracurricular time. There are a number of problems in planning and organizing students' independent work, which are primarily due to the lack of scientifically sound

norms of students' independent work during the course, lack of clear fixation of students' independent work time, insufficient methodological support for independent work. They are in contradiction between the desire of teachers to more actively use independent work, increase its importance in learning and constant formalism in its implementation, which reduces the effectiveness of independent work in the process of physical education.

To improve the process of students' physical education, we consider it necessary to take into account their interests in choosing specifically organized physical

activity. Taking into account the current requirements for the training of a specialist in physical therapy and the responses of the students, we consider it necessary to introduce into the curriculum of 3rd year students majoring in "Physical Therapy, Ergotherapy" the course of "Health and Rehabilitation Swimming". We see the prospects for further research in the identification of the dominant motives for specifically organized physical activity and the reasons that prevent this.

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