

# INDIVIDUAL PSYCHOLOGICAL CHARACTERISTICS OF STUDENTS ON PHYSICAL CULTURE FACULTY AS A FACTOR OF SUCCESSFUL CAPTURING FUTURE PROFESSION

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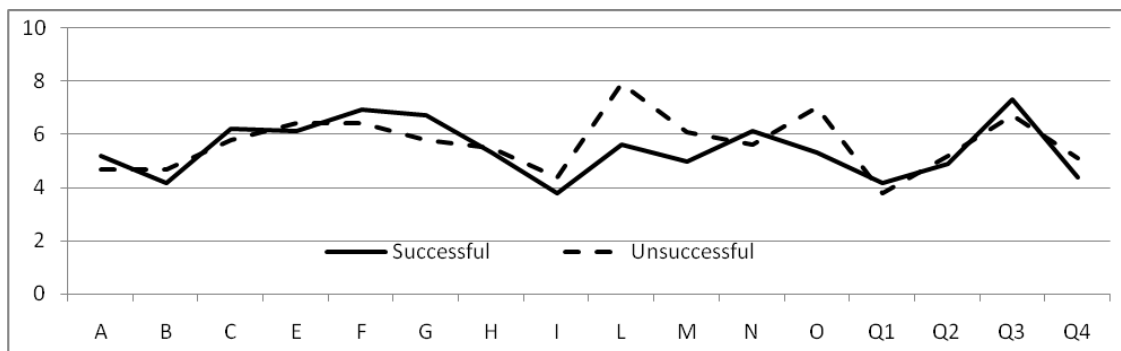
**Introduction.** Last days psychology-centered paradigm of higher education is more and more discussed. Under the Bologna agreement the choice of individual "learning path" is provided. Due to that individual psychological characteristics of the students should be taken into account. In professional sport there is no question about importance and necessity of studying of each athlete because of "adaptation to the professional training and competitive activity will be an expression of individual variability, because "the unit comparisons" caused by individual characteristics, which limit his professional suitability". [3] However, in the field of professional sports education it's not all clear. Some leading experts from specialized universities do not even consider the possibility of differentiated teaching sports disciplines on the basis of taking into account individual psychological characteristics of students. These approach require additional psychological competence of the teacher, a clear organizational methods of conducting each task or lesson. But as the results of our research show, this technique can significantly improve the formation of professional and pedagogical skills of students of the faculty of physical culture (FPC) [2].

**Research methods.** Individual psychological characteristics of students of FPC Ishim State Pedagogical Institute named by P.P. Ershov (Russia; n = 98) and students of FPC Polesski State University (Belarus; n = 110) were studied using questionnaires R. Cattell (short form was used, consisting of 105 questions and statements), and Mr. J. Strelyau, H. Eysenck [1].

Mathematical data processing (ANOVA) showed that veraciously strong influence on the formation of professional and pedagogical skills of physical culture teachers is provided by properties of the nervous system, such as the strength of the nervous system excitation at  $P < 0.01$ , the mobility of the nervous system at  $P < 0.05$ , as well as personal characteristics: social bold, venturesome, thinned skin, uninhibited ("H+" factor ( $P < 0.01$ )), practical, solution oriented, prosaic ("M-" factor ( $P < 0.05$ )) group-oriented, affiliative, , a joiner & follower dependent ("Q<sub>2</sub>-" factor ( $P < 0.01$ )).

**Results and discussion.** Results of completed sports games exams (basketball section) of FPC students let us to identify the groups: "successful" – an average score equals 8 to 10 points (n =18), "unsuccessful" – average score is less than 4 points (n =19). Comparing the two profiles (on pic.1), we can see that the overall configuration of the pattern is the same, but some factors are significantly different in quantitative terms. "Unsuccessful" students are more

distrustful, skeptical, suspicious (“L+” factor) at  $P < 0.01$ , self doubting, worried, self blaming (“O+” factor) at  $P < 0.05$ .



Pic. 1. Personality profiles of 2nd year FPC students with different levels of success mastering the technique of basketball

Analyzing the profiles of successful students of Russian and Belarusian universities, we noticed that Izhm students at a statistically significant level ( $P < 0.01$ ) in comparison to 2nd year students of FPC Polessky GU are stronger on "factor B" (the ability to perceive and absorb new material), on three factors: M (practicality, ability to pay attention to details and to stiff in difficult situations), Q1 (tolerance to the usual difficulties), Q2 (group oriented, preference for group work) differences at  $P < 0.05$ . On factors C (emotional stability), H (social boldness) differences were not statistically significant, but approaching the threshold of significance.

**Conclusions.** Individual psychological characteristics of students significantly affect on the success of training at the university.

### References

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3. Sopov V.F., Theory and methods of psychological training in modern sport: Manual. Moscow, 2010.