

**MOTIVATIONS OF CHILDREN AND SCHOOL YOUTH FOR ACTIVE PARTICIPATION
IN PHYSICAL EDUCATION CLASSES**

**МОТИВАЦИИ ДЕТЕЙ И ШКОЛЬНОЙ МОЛОДЁЖИ К АКТИВНОМУ УЧАСТИЮ
НА УРОКАХ ФИЗКУЛЬТУРЫ**

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Резюме. Урок физкультуры это время непрерывного движения, динамики, быстро меняющихся ситуаций и множества разных, нередко трудно предвиденных поведений её участников. Чтобы

рационально управлять процессом физического воспитания, любой учитель должен знать не только цели этого воспитания, но и факторы, средства, методы и условия, с помощью которых и в которых реализуются определённые задачи и достигаются цели. Самым важным фактором в физическом воспитании является движение, которое в зависимости от интенсивности импульсов вызывает нужные изменения в организме. Эффекты физического воспитания будут лучше, если лучше будет ситуация, в которой найдётся ученик являющийся объектом дидактических процедур. Целью исследований нынешней работы является анализ факторов влияющих на активность учеников во время урока физкультуры. На основе полученных данных можно констатировать, что учеников характеризует положительное отношение к занятиям физкультуры. В иерархии школьных предметов физкультура занимает очень важное место. Участие в уроке, в основном, вызвано чувством долга, желанием быть физически развитым, 30% исследованных испытает чувство радости на занятиях физкультуры. Среди многих желательных черт учителя самыми важными ученики считают его коммуникабельные умения, объективность в оценке и безмятежное настроение.

A physical education class is a time of constant movement, dynamics, quickly changing situations and many various, often difficult to foresee, kinds of behavior of its participants. In order to direct the process of physical education rationally, each teacher should know not only the goals of this education but also factors, means, methods and conditions through which and within which definite tasks are carried out and goals are achieved (Bielski 2005). The most important factor in physical education is movement, which, depending on the intensity of stimuli, causes favourable changes in an organism. The more favourable situations for a student subjected to didactic procedures are, the better effects of physical education can be expected.

The conditions of educational activities can be divided into external and internal ones; the former refer to the environment in which the educational activities take place or to the subject on which they are directed, the latter refer to the subject and include both his/her present condition of the organism and hereditary features (Przetacznikowa, Włodarski 1980). The conditions are widely discussed by Pieter (1970), and he puts them in four groups: mental, objective, organic and social ones. Mental conditions include: attention, perceptivity, memory, imagination, intelligence, thinking, motives, interests and ambition. Objective conditions as claimed by author, include the characteristic of the subject taught, especially the logical and grammatical structure of terms and statements.

The group of organic conditions refers to physiological properties of an organism. Social conditions are education, quality of work, living conditions as well as organizational conditions of a school and its equipment. Poplucz (1984), however, puts didactic and educational work conditions in three groups such as: mental conditions, social conditions and school conditions, which may, to a large extent, motivate students for work and prevail on their achieving satisfying results. Some other classifications divide the conditions into the ones connected with a student and the ones connected with a teacher, who is expected to reveal definite predispositions (Muszyński 1971).

Bielski (2005) reduces the conditions to the factors which offer facilities and motivate students for work. Author perceives the outside as a student's living environment and equipment of his place of work and the inside as his/her physical, mental and characterological characteristics. He also stresses that the more favourable conditions are, the better educational results will be achieved. The research goal of this paper is an analysis of the factors influencing student activity during a physical education class. The paper puts forward the following queries:

1. What are students' attitudes to physical education classes?
2. What is the place of physical education in the hierarchy of school subjects?
3. What motivates students for activity during physical education classes?
4. Which personal features of a physical education teacher influence significantly students' attitudes to this school subject?

Material and methods

The research work was carried out in selected schools in Opole and it involved 19 students from Grade Six of elementary school, 24 middle school students and 28 general secondary school students. The total of 71 students were tested and 30 of them were girls. The method of a diagnostic sounding and a questionnaire technique were applied. The respondents filled in a questionnaire consisting of 20 questions, five of which were open questions.

Result analysis

The result analysis begins with determining the attitude of those under study to this school subject. The basic criterion adopted is readiness to participate in classes. Based on the answers provided it can be

inferred that children and school youth are willing to participate in physical activities; the highest percentage (74%) was obtained in elementary schools, slightly lower (58%) in middle schools, and 43% in general secondary schools. The results obtained show that the interest in physical activity decreases with age. 12% of middle school students and 18% of general secondary school students showed dislike for these classes and a small group revealed a negative attitude to this subject (Fig. 1).

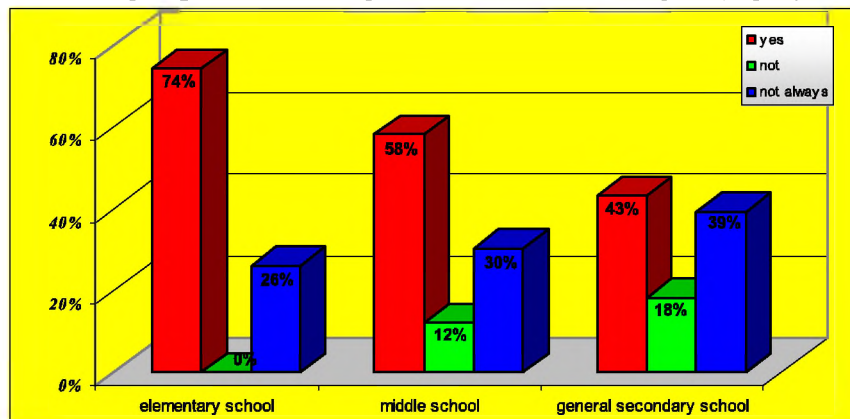


Figure 1 – Do you participate willingly in physical education classes (%)?

Physical education has a significant position in the hierarchy of school subjects, and most such opinions were given in elementary school (68.5%). However, some students find this subject as important as the other subjects (Fig. 2).

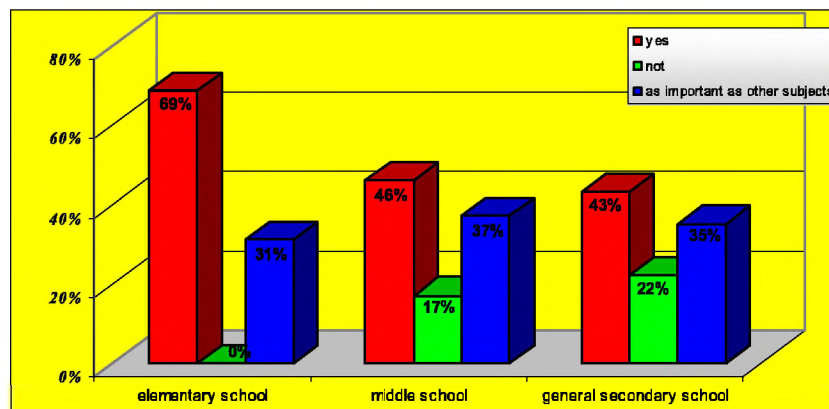


Figure 2 – Is physical education an important school subject (%)?

The research also aimed at determining the factors encouraging the respondents to physical activity during classes. The results obtained indicate a significant diversification of the answers; there is a considerable group of students who participate in physical activities out of the sense of duty. Physical fitness is another element of motivation. However, 30% of the elementary school and post-middle school students under study experience joy from participation in classes and do it for pleasure (Fig. 3).

Jagusz's research (2007) proves that a grade influences significantly students' participation in class and is the factor motivating for physical activity. The results obtained in this research provide a different picture – a health aspect and a school grade are not motivating enough for students.

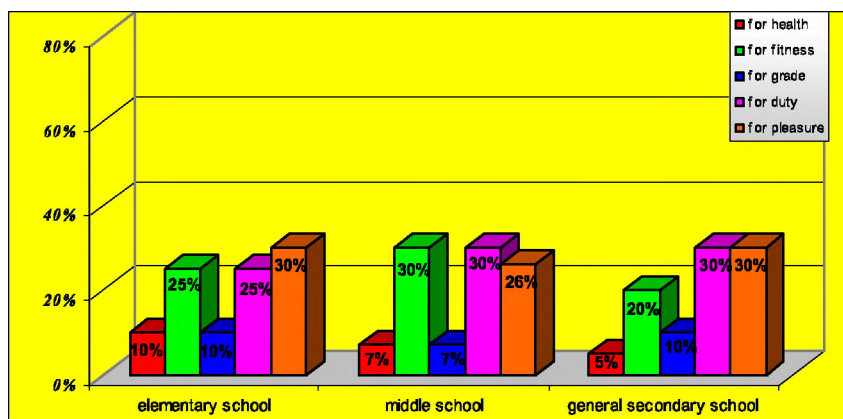


Figure 3 – Students' motivations for active participation in classes (%).

The further part of the analysis focuses on the features of a physical education teacher. Madejski and Węglarz (2008) claim that a teacher's competence determines actual capabilities of an educator and it should be constantly developed to meet the expectations of his/her students. Based on the answers provided, it can be inferred that students appreciate good communication skills, fair grading and cheerful disposition of a teacher most. Further on they list a good organization of a class and appearance (sports outfit). Physical fitness and educational skills of a teacher proved to be of less significance.

Analyzing a group of factors connected directly with conducting classes it was observed that the way of conducting classes (selection of methods and organizational forms) and interesting content were most important for students. The respondents stressed those two factors in all types of schools. They claimed that classes should provide the opportunity to show their fitness, create conditions for finding an outlet for their energy and develop their physical activity interests.

Table 1 – Desirable features of a physical education teacher which motivate students for participation in classes [n]

	ELEMENTARY SCHOOL	MIDDLE SCHOOL	GENERAL SECONDARY SCHOOL	TOTAL
Appearance, sports outfit	9	8	13	30
Sports interests	6	3	9	18
Cheerful disposition	10	10	19	39
Good organization of a class	10	12	15	37
Good communication with a student	15	14	25	54
Physical fitness	7	2	7	16
Educational capabilities	2	0	8	10
Fair grading	15	12	15	42

Table 2 – Factors motivating students for being active during classes [n]

What do you appreciate most in physical education classes?	ELEMENTARY SCHOOL	MIDDLE SCHOOL	GENERAL SECONDARY SCHOOL	TOTAL
Interesting selection of exercises	10	17	14	41
Way of conducting classes	12	10	23	45
Sports competition	7	2	2	11
Occasion to show my fitness	7	8	4	19
Possibility of finding an outlet in sport	3	9	8	20
Development of interest in physical activity	9	6	7	22

Analyzing the influence of the family environment on sports activity, no significant influence on students was observed; most answers indicate that parents show no interest in their sports activities. Only 19 students of those under study declared occasional influence of their families.

Table 3 – Influence of the family environment on sports activity [n]

Do your parents encourage you to obtain better and better sports results?	ELEMENTARY SCHOOL	MIDDLE SCHOOL	GENERAL SECONDARY SCHOOL	TOTAL
yes	4	3	2	9
no	9	15	19	43
occasionally	6	6	7	19

Hygienic conditions were another factor indicated by the students, which significantly influences their attitude to physical education classes. 64.4% of those under study indicated it as an indispensable element of comfortable participation in classes after exercises and it becomes of the greatest significance in post-middle schools.

Conclusion

1. The students under study show a positive attitude to physical education classes.
2. Physical education has a significant place in the hierarchy of school subjects.
3. Participation in classes is connected, to a large extent, with the sense of duty, wish to improve physical fitness, 30% of those under study experience joy during physical activities.
4. Good communication skills, fair grading and a cheerful disposition of a teacher are considered to be the most desirable features of a physical education teacher.

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