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**SOCIO-PEDAGOGICAL CONDITIONS OF ENHANCING
PROSPECTIVE TEACHERS' PHYSICAL EDUCATION, RECREATIONAL,
HEALTH-IMPROVEMENT, AND SPORTS ACTIVITIES**

According to the the Law of Ukraine *On Education* and other normative documents, the priority task of Ukrainian state policy is introducing educational innovations and techniques, aimed at the promotion of a healthy lifestyle among the youth, development of a modern worldview, encouragement of self-education and self-realization of an individual, etc. [3]. These issues have become increasingly significant for the professional training of prospective teachers of different specializations [4].

Their importance, in the first place, is associated with one of the main goals of the system of preschool and comprehensive secondary education, namely the development and improvement of pupils' health [3, 5]. The central position in this process belongs to physical education, which should encompass not only physical education classes and participation in sports and fitness groups, but also morning exercise before classes, classroom fitness breaks, active breaks between classes, physical education sessions for extended-day group students, celebrations and festivals related to health and fitness, and so on [6]. The responsibility for the incorporation of these activities is imposed on both physical education teachers and educational professionals in other spheres [2]. This is indicated in Order # 458 of the Ministry of Education and Science, Youth and Sports of Ukraine dated August 2, 2005 *On the Approval of the Regulations on the Organization of Physical Education and Mass Sports in Preschool, Comprehensive Secondary and Vocational Educational Establishments of Ukraine* [2].

It should be mentioned that statistical data on Kharkiv Oblast' suggest that, in 70% of schools of the 1st level, physical education is realized by primary school teachers (degree in Primary Education), while in most preschool educational establishments physical education and health-improvement activities during the day are conducted by teachers and music teachers [1]. Correspondingly, the development of professional competence and, in particular, its physical education, recreational, health-improvement and sports components in students of higher educational institutions is one of the main conditions of professional training.

The research has been conducted in accordance with the Consolidated Plan of Research Work in the field of Physical Culture and Sport for 2011 – 2015, on the topic 1.3 “The paradigm of healthy lifestyle in the physical education and sports discourse”, as well as following the Plan of Research Work of *Kharkiv Humanitarian and Pedagogical Academy*, a community enterprise under the aegis of Kharkiv Oblasna Rada (regional council).

The aim of the article is to reveal socio-pedagogical conditions of enhancing prospective teachers' physical education, recreational, health-improvement and sports activities.

To achieve the aim, an opinion poll, in which Kharkiv Humanitarian and Pedagogical Academy students took part, was conducted. 899 participants of the poll were prospective teachers of different majors, such as preschool education, primary education, musical education, foreign languages, and physical education. To carry out the poll, a closed-type questionnaire was designed. The results are shown in Table 1. Sample error constitutes 2,5% with 99% credibility of the results of the poll.

The first author contributed to the publication by developing research methodology and analyzing the obtained data, while the second was responsible for the poll data collection, as well as their analysis.

The results presented in Table 1 testify to the fact that most students (88,1%) believe that living a healthy lifestyle (HLS) is a fashionable trend in modern society. With regard to students' major, the lowest percentage (80,7%) of those who support this statement specialize in social pedagogy, while the highest (92,2%) are working

toward their degree in foreign languages. Furthermore, the respondents consider the absence of bad habits to be the most critical component of a healthy lifestyle, followed (in descending order) by rational nutrition, optimum level of physical activity, balance of work and rest, and vacations in recreational areas. Despite viewing the absence of bad habits as the major factor contributing to the healthy life, only 61,4% of the respondents do not have them. Thus, 15% of them smoke, 16,5% abuse low-alcoholic drinks, and 10,4% consume different wines.

Another typical feature is that almost all the students who were surveyed (except for preschool education and physical education majors) disregard physical activity as a crucial factor in ensuring healthy lifestyle, which is confirmed by further analysis of the data.

The table demonstrates that, among different ways of spending free time, spending time with friends enjoys the greatest popularity (53,3%). On the other hand, lack of participation in sport groups and fitness centers activities, no interest in dance studios or swimming pools attendance are also observed. The above listed options take up the fourth position in the rating (19,4%) of leisure activities; moreover, students pursuing their degrees in preschool, musical, primary education, and in social pedagogy rank them fifth with 13,1%, 16,4%, 15,6%, and 14,7 %, correspondingly. Only future physical education teachers placed these options as the second most popular way of organizing their own leisure time (34,4 %). 68,3% of the respondents explain such a distribution of leisure activities by the shortage of time for physical training and health-improvement activities. Most of these students are preschool education (81,5%), musical education (74,6%), and primary education majors (74,6%). For 51,8% of them, classes in physical education at university are the only way of increasing the level of physical activity (preschool and primary school education majors with 73,8% and 62,4%, respectively; the lowest percentage (30,6%) is demonstrated by a group of physical education students surveyed).

Table 1

Prospective teachers' attitude to physical education, recreational, health-improvement, and sports activities

Areas surveyed	Preschool education	Musical education	Primary school educations	Foreign languages	Social pedagogy	Physical education	On average
<i>Most important components of healthy lifestyle for students</i>							
rational nutrition	3,1	8,2	5,8	9,1	29,6	6,9	30,5
optimum combination of work (study) and rest;	0,1	8,2	9,5	1,7	27,4	8,8	29,3
optimum level of motor activity (physical activity);	6,2	0,9	0,6	7,2	22,4	3,8	30,2
absence of bad habits;	7,7	1,8	9,3	5	30	5,6	38,2
vacations in recreational areas	3,1	2,7	6,8	,7	15,2	5	15,3
<i>number of students who believe HLF is a fashionable trend</i>	6,2	0,9	7,9	2,2	80,7	0,6	88,1
<i>Leisure activities of students</i>							
spending time with friends	1,5	6,4	0,1	7,3	38,1	6,3	53,3
attending entertainment facilities (discothèques, clubs, coffee shops, etc.)	7,7	7,3	4,9	3,3	23,8	9,4	22,7
watching TV	6,9	7,3	6,8	1,7	15,7	6,3	15,8
using the Internet	4,6	6,4	0,1	2	15,3	3,8	25,4
playing computer games	0,2	0,7	0,2	0,9	6,7	0,8	6,4
attending physical training and health-improvement facilities (sports groups, fitness clubs, swimming pools, water parks, dance studios, etc.)	3,1	6,4	5,6	2,3	14,8	4,4	19,4
<i>Absence of bad habits</i>	1,5	6,4	3,2	0,2	49,8	7,5	61,4
<i>Bad habits</i>							
smoking	5,4	11,8	21,4	16,5	20,2	14,4	15
alcohol abuse (low-alcoholic drinks, beer)	10	10,9	23,7	16,5	19,7	18,1	16,5
alcohol abuse (hard liquors – vodka, cognac)	1,5	3,6	4	9,7	3,1	2,5	4,1
alcohol abuse (alcoholic drinks – wine, champagne)	8,5	9	19,7	9,7	11,2	7,5	10,9
<i>Desire to be physically active during leisure time</i>	81,5	86,4	78,3	76,7	69,5	93,8	81

<i>Participation in sports</i>							
do sports professionally	1,5	9	3,5	1	2,2	21,3	6,4
belong to a club	10,8	16,4	6,9	9,7	12,1	34,4	15,1
do sports only during physical education classes in the educational institution	73,8	44,5	62,4	51,5	48	30,6	51,8
work out in the campus gym	3,9	6,4	4	2,9	4,9	11,3	5,6
work out in the gym or do sports off-campus	10	12,7	8,1	14,6	10,8	22,5	13,1
do not do sports at all	14,6	14,5	16,2	27,2	16,6	3,1	15,4
<i>Most significant motivating factors for students concerning physical education classes</i>							
grade	35,4	33,6	29,5	26,2	30,9	20	29,3
content of the class	9,2	10	13,9	24,3	12,1	23,1	15,4
the results of the evaluation of physical development	6,2	2,7	5,8	29,1	4,9	12,5	10,2
desire to be physically active	20,8	17,3	18,5	21,4	14,8	30,6	20,6
desire to achieve emotional pleasure	28,5	20	42,8	27,2	23,8	23,1	27,6
being aware of physical activity benefits to one's health	38,5	30,9	27,8	35,9	24,2	46,9	34
<i>Most important motivating factors for students to participate in extra-curricular physical training activities (recreational and health-improvement activities) and sports</i>							
desire to be healthy (including fighting chronic diseases)	43,1	36,4	49,1	39,8	30	49,4	41,3
desire to get a sculptured body	57,7	39,1	47,4	49,5	36,3	38,8	44,8
financial motivation	7,7	0,9	5,8	-	3,1	8,8	5,3
desire to travel worldwide	7,7	5,5	5,8	4,6	6,3	13,8	7,3
fashion (doing sports because others do)	1,5	3,6	6,9	-	5,4	3,8	4,2
desire to assert oneself among peers	4,6	1,8	2,3	1	2,2	6,9	3,1
being under pressure from parents and teachers (including studying)	2,3	6,4	3,5	4,9	5,8	1,3	4
desire to improve one's body	29,2	27,3	27,2	42,7	29,6	42,5	33,1
<i>If you do not take part in physical training and recreational activities, what is your reason?</i>							
lack of time	81,5	74,6	74,6	65	58,7	55,6	68,3
you believe sport is a useless activity	0,8	1,8	2,3	1	1,8	0,6	1,4
lack of necessary facilities to do sports in the Academy	8,5	8,2	6,9	4,9	9,4	16,9	9,1

lack of information about where one can do sports in the Academy	6,2	9	8	12,6	10,3	13,1	9,9
<i>degree to which students are involved in educational establishment's sports agenda</i>	20,8	15,5	38,2	30,1	22	50,6	29,5
<i>degree to which students want to be involved in educational establishment's sports agenda</i>	30	14,6	39,9	14,6	25,1	61,9	31

Among the most important motives, affecting the attendance of physical education classes, are the recognition of the benefits of exercise for health (34% on average), possibility to get a higher grade (29,3% on average), possibility to get emotional satisfaction from classes (27,6% on average). A certain inconsistency between the above-described analysis of the students' views on HLS components and their understanding of the positive effect of exercise on an individual's body and soul is observed. This contradiction might be related to the content of educational programs that deals with the phenomenon of healthy lifestyle.

Further analysis of the poll data proved the existence of this inconsistency. Thus, among the main stimuli encouraging participation in extra-curricular physical training activities (recreational and health-improvement) and sports, the respondents mention striving for a sculptured body (44,8%), strong health (41,3%), and desire to improve their own body (33,1%). Other responses are insignificant. This trend appears to be typical for most professional concentrations, except for primary and physical education students. The latter choose the benefits of exercise for health as the key motivation (49,1 % and 49,4 %, respectively).

The examination of the students' participation in the self-governance of physical training and sports activities in an educational institution also confirmed the revealed contradiction. On average, only 29,5% of all the respondents volunteer to participate in the relevant student council commissions, refereeing, organization and conducting of sport events, management of sport clubs, etc. Most of those engaged in such activities study to get qualifications in preschool education (38,2%) and physical education (50,6%), whereas students majoring in musical education and social pedagogy show the lowest rate of involvement (15,5% and 22%, correspondingly). A

similar tendency can be traced with regard to the students' desire to volunteer for such activities – only 31% on average. The biggest number of those who would enjoy volunteering for such activities is among those majoring in primary (39,9%) and physical education (61,9%).

Conclusions:

1. The analysis of the data obtained from the prospective teachers has revealed an inconsistency between the knowledge respondents declare concerning the most significant components of a healthy lifestyle and their actual presence in the students' everyday life (as opposed to bad habits, low physical activity, etc.). This determines the conditions for the enhancement of physical education, recreational and health improvement, sports activities of prospective teachers as a part of their professional training.

2. It has also been discovered that students underestimate the importance of physical training in education and leisure activities, as well as exhibit a low level of motivation to participate in it.

Further research in this area might be directed at the conditions and interdependence of the content of education and degree of students' motivation to participate in all kinds of recreational, health-improvement, and sports activities.

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Bondar T. S., Zolochovsky V. V. Socio-Pedagogical Conditions of Enhancing Prospective Teachers' Physical Education, Recreational, Health-Improvement, and Sports Activities

The article focuses on the results of a poll, in which 899 prospective teachers took part. The poll revealed an inconsistency between the declared knowledge of the most important components of a healthy lifestyle and their actual presence in everyday life (as opposed to bad habits, low physical activity, etc.). The exposed inconsistency is a defining condition for the improvement of prospective teachers' physical education, recreational, health-improvement, and sports activities as a part of their professional training.

Key words: healthy lifestyle, physical activity, leisure time, bad habits, students of education majors.

Бондар Т. С., Золочевський В. В. Соціально-педагогічні умови вдосконалення фізкультурно-освітньої, рекреаційно-оздоровчої та спортивної діяльності майбутніх педагогів

У статті розглянуто матеріали соціологічного опитування серед 899 студентів педагогічних спеціальностей. У результаті дослідження виявлено протиріччя між знаннями респондентів щодо значущості складових здорового способу життя для здоров'я людини та їх реальним застосуванням у повсякденному житті (наявні шкідливі звички, низька фізична активність тощо). Визначена суперечність є визначальною умовою для вдосконалення фізкультурно-освітньої, рекреаційно-оздоровчої та спортивної діяльності майбутніх педагогів як частини їх професійної підготовки.

Ключові слова: здоровий спосіб життя, фізична активність, дозвілля, шкідливі звички, студенти педагогічних спеціальностей.

Бондарь Т. С., Золочевский В. В. Социально-педагогические условия совершенствования физкультурно-образовательной, рекреационно-оздоровительной и спортивной деятельности будущих педагогов

В статье рассмотрены материалы социологического опроса среди 899 студентов педагогических специальностей. В результате исследования выявлено противоречие между знаниями респондентов относительно значимости составляющих здорового образа жизни для здоровья человека и их реальным применением в повседневной жизни (наличие вредных привычек, низкая физическая активность и т.д.). Указанное противоречие является определяющим условием для совершенствования физкультурно-образовательной, рекреационно-оздоровительной и спортивной деятельности будущих педагогов как части их профессиональной подготовки.

Ключевые слова: здоровый образ жизни, физическая активность, досуг, вредные привычки, студенты педагогических специальностей.

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