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## ANALYSIS OF PHYSICAL

AND PHYSIOLOGICAL NEEDS OF STUDENTS IN THE PROCESS OF  
TEACHING PHYSICAL CULTURE AND SPORTS

## ANÁLISIS DE NECESIDADES FÍSICAS Y FISIOLÓGICAS DE LOS ESTUDIANTES EN EL PROCESO DE ENSEÑANZA DE LA CULTURA FÍSICA Y EL DEPORTE

Natalia Ivanova<sup>1</sup>

E-mail: [nataliaivanova701@yandex.ru](mailto:nataliaivanova701@yandex.ru)

ORCID: <https://orcid.org/0000-0002-0654-6050>

<sup>1</sup> Tyumen Industrial University, Russian Federation.

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### ABSTRACT

Nowadays, the problem of maintaining and strengthening the health of the young generation has arisen. In the media, we often hear calls that it is necessary to be healthy, but the real situation suggests the opposite - the health of young people is deteriorating, exacerbated by cardiovascular pathology and other chronic and infectious diseases. In addition, the current level of scientific and technological development, urbanization, comfort is the cause of chronic "motor hunger". The article is devoted to the analysis of the physical and physiological needs of students in the process of classes in physical culture and sports. The author notes a decrease in indicators of the state of health, the level of physical development and preparedness of students due to the unformed form of the need for physical education and because of the low level of motivation. It is concluded that the need for systematic studies should be considered as the daily need of students to increase physical activity, improve life and relaxation, and in order to act on this need in order to attract students to systematic classes, it is necessary to know the dialectic, the whole process of its formation, starting from intuitive to the end of the unconscious emergence of need, ending with a deliberate action to satisfy it.

### Keywords:

Physical education, sport, need, motivation, students, formation, health, higher education, analysis.

### RESUMEN

Hasta la fecha, ha surgido el problema de mantener y fortalecer la salud de la generación joven. En los medios de comunicación, a menudo escuchamos llamadas de que es necesario estar sano, pero la situación real sugiere lo contrario: la salud de los jóvenes se está deteriorando, exacerbada por la patología cardiovascular y otras enfermedades crónicas e infecciosas. Además, el nivel actual de desarrollo científico y tecnológico, urbanización, comodidad es la causa del "hambre motora" crónica. El artículo está dedicado al análisis de las necesidades físicas y fisiológicas de los estudiantes en el proceso de clases en cultura física y deportes. El autor observa una disminución en los indicadores del estado de salud, el nivel de desarrollo físico y la preparación de los estudiantes debido a la forma no formalizada de la necesidad de educación física y al bajo nivel de motivación. Se concluye que la necesidad de estudios sistemáticos debe considerarse como la necesidad diaria de los estudiantes de aumentar la actividad física, mejorar la vida y la relajación, y para actuar sobre esta necesidad y atraer a los estudiantes a clases sistemáticas, es necesario saber la dialéctica, todo el proceso de su formación, que comienza desde la intuición hasta el final de la emergencia inconsciente de la necesidad, terminando con una acción deliberada para satisfacerla.

### Palabras clave:

Educación física, deporte, necesidad, motivación, estudiantes, formación, salud, educación superior, análisis.

## INTRODUCTION

One of the main tasks of modern society is the education of educated, socially active and physically healthy citizens (Sizova, Populo & Chernova, 2016). The health and well-being of youth determines the health and well-being of a nation. Society needs specialists with a high level of mental and physical development. The socio-economic changes taking place in the country affect both the standard of living and the state of health. Currently, the fact of a decline in the prestige of physical education among young people is noted, the quality of physical education in educational institutions does not contribute to the desire of young people to master the values of physical culture, physical education and sports.

Studies show that the health status of the younger generation does not meet the needs of today. The formation and strengthening of the health of the young generation has been and remains one of the urgent tasks facing modern society. One of the reasons contributing to a decrease in the health status of young people is the level of physical activity. The lifestyle of modern students is characterized as sedentary. Students are faced with high academic workloads, many of them are forced to work - all these factors impede purposeful physical activity. In the formation of a healthy lifestyle, the conscious attitude of students to physical education and sports is important. The basis of pedagogical influences contributing to the development of both personal and physical qualities is the process of forming students' motivation for physical activity and attitudes toward self-improvement, self-education and self-development. The formation of motivation for classes contributes to an increase in the number of healthy people, the spread of a healthy lifestyle, and the prevalence of physical education and sports (Smirnova, 2012).

Comprehensive harmonious development of students' personality requires a certain degree of physical fitness, which is impossible without systematic physical activity. However, for a number of reasons, despite the objective necessity, a significant part of the students are not systematically involved in physical education and sports, and some do not express a desire to exercise. As shown by a study of the literature on this issue, the mechanism for the formation of the need for systematic physical education and sports and its organizational and methodological provisions have not yet been subjected to sufficiently rigorous scientific analysis, generalization, and experimental justification. Proceeding from this, in this work an attempt is made to theoretically substantiate the mechanism of formation in students of the need for systematic physical education and sports and its general organizational and methodological provisions.

## METHODOLOGY

An analysis of a number of studies by Russian authors Chesikhina Kulakov & Filimonova, (2000), shows that most students have a positively passive attitude to physical activity, and more than 20% negatively relate to physical education and sports, which indicates the lack of formation of the need for physical education and sports and a low level of motivation, as well as the need to modernize the process of physical education in universities.

One of the urgent socio-pedagogical problems is the problem of the attitude of students to physical education and sports. An important role in the formation of a healthy lifestyle is the familiarization of youth with physical education and sports. The physical activity of young people largely depends on the attitude to physical education, on the formation of the need for physical activity and, accordingly, on motivation for physical education and sports (Sizova, 2019).

Studying the motivational sphere of the personality will allow students to prepare for systematic, focused physical education and sports (Ibatova & Kuzmenko, 2018). It is known that the motivational process directly depends on the needs of the person, which prompts him to work. At the heart of any activity, including physical education and sports, is need. The need for movement, the need to strengthen and maintain health, the need for physical self-improvement - this is the psychological basis of motivation for physical education and sports. An essential need is a lack of something, it is discomfort that a person is trying to get rid of, and therefore, all human actions are aimed at satisfying this need.

The motive is the conscious reason for the active activity of a person aimed at achieving the goal. Motive - a complex mental formation that begins to take shape under the influence of a human need (Irgasheva, 2014). The motive is the impetus for action, deed, activity. It determines not only human behavior, but also determines the final result. Motivation is the determination of behavior; therefore, external and internal motivation is distinguished. External motivation is motivation due to external conditions and circumstances lying outside the subject of activity. Intrinsic motivation is associated with personal dispositions: needs, attitudes, interests, in which actions and deeds are performed according to the good will of the subject.

According to Ilyin (2002), *“motivation and motives are always internally determined, but can also depend on external factors, prompted by external stimuli. External motives mean circumstances, as well as external factors that influence decision making and the strength of a motive. In this case, we can talk about externally stimulated, externally*

*organized motivation, taking into account that circumstances, conditions and situations acquire significance when they become significant for a person to satisfy his needs. Therefore, external factors must be transformed into internal ones in the process of motivation formation”*

Aseev believes that an important feature of motivation is a two-modal positive-negative structure. These two modalities are manifested in drives and directly realized needs, on the one hand, and in need, on the other.

“Emotional processes acquire a positive or negative character, depending on whether the action that the individual performs and the effect to which he is exposed is in a positive or negative relation to his needs, interests, and attitudes” (S. L. Rubinstein). In the case of satisfying a need, a positive emotional experience or positive motivation arises; in the case of unmet needs, negative emotional experiences or negative motivation arise. The motivational process can be accompanied by both positive and negative emotional experiences that persist during the activity. The task of physical education teachers is to form a positive internal position of the individual towards physical culture and sports.

## RESULTS AND DISCUSSION

The basis of any motivation is both needs and objective living conditions, however, the fundamental position is the individual's internal position. Motivation is the main component of the successful implementation of activities. Motives of physical culture and sports activities encourage a person to engage, but also, importantly, give classes a meaningful character. And in order for this to become a conscious position of the individual, it is necessary to form knowledge and beliefs, since it is knowledge that is the basis for the formation of needs for physical education and sports. It is the theoretical knowledge in the field of physical education and sports that are a powerful means of pedagogical influence on the need-motivational sphere of a student. Knowledge of the importance of a particular type of activity on the body forms a need for physical activity and exerts its influence on the formation of interest and motivation for classes. The knowledge gained in the process of physical education, both theoretical and practical, forms the horizons in the field of physical culture and sports. It is knowledge that contributes to the formation of needs, needs for movement, needs for self-improvement, and the need for maintaining and strengthening health. In practice, students often lack elementary knowledge in the field of physical culture and sports, they often do not know either about the methods of movement, nor about the effect of physical exercises and physical loads on the body. The study of D.I. Baranovskaya revealed the lack of

a real, adequate assessment of the level of their own physical condition, training and health level among students.

It is knowledge and cognitive activity that are the basis of emerging motivation. The studies conducted by L. I. Bozhovich, V. I. Kovalev, O. V. Dashkevich, A. M. Matyushkin (Sizova & Semiglazova, 2015), revealed the fundamental role of cognitive motives in solving the problems of activity and personality development, the formation of inclinations and abilities, as well as the impact on the process learning efficiency. Mastering the knowledge system contributes to the formation of needs for physical education and sports and allows students to independently use the means of physical education for physical self-improvement, providing adequate self-esteem and self-control. Theoretical training contributes to the formation of a conscious need for physical education and sports. Conscious attitude to classes and the effect are observed where students clearly realize for what purpose they need to be engaged, what level they need to achieve and what it can be useful in the future. The principle of consciousness is the basic element in the formation of the need-motivational process. Nothing can be introduced into the consciousness of a person with his negative or passive attitude, thus, the motor activity of an adult is a conscious motivation. The knowledge gained allows us to optimally evaluate our own capabilities, and influence the formation of needs, interests, beliefs and motives. The necessary level of knowledge, allowing adequate assessment of one's own capabilities, has a direct impact on the formation of beliefs, needs, motives, interests.

Consequently, the formation of a personally significant need for committed targeted motor activity occurs through the mastery of those involved in the necessary system of knowledge, backed up by positive emotions from classes. Based on knowledge and beliefs, needs, motives, interests are formed (Ilyin, et al., 2012).

The motivation for physical activity is a set of personal motives aimed at achieving the optimal level of physical fitness and performance. For the process of formation of internal motivation that occurs when motives correspond to the goals of the student, a characteristic sign is an active interest in motor activity. The activity of actions or activities depends on the internal position of the individual and on emotional experiences. Physical activity is due to emotional experiences of the attractiveness of physical education classes and satisfaction from the process of classes.

The interests, needs and beliefs formed as a result of such activity are the motivating and directing force of motor activity. When a teacher begins the process of forming motivation for physical education in a university, it is necessary

to take into account the interests and needs of students, since they (interests and needs) are closely interconnected with emotions. In the formation of motivation, considerable attention should be paid to psychological comfort and a positive mood, on the basis of which a positive attitude and perception of physical education and sports are formed. Purposeful and systematic reinforcement of the goal and subject with positive emotions leads to the formation of an independent motive. Having studied the motives that motivate students to motor activity, and taking into account the degree of their interest in it, we can assume the level of students' activity in this type of activity.

Considering this problem in relation to the subject of physical education carried out at the university, and determining the motives that encourage students to study, we can assume whether they will continue to study on their own or whether their ultimate goal is to get credit.

The formation of students' motivation for physical education and sports among students is a difficult and multi-stage process, depending on various factors. The following factors are distinguished in the scientific literatures that affect the process of formation of students' motivation for physical education and sports. This is primarily the personality of the teacher and his attitude towards students and his work. Secondly, what place does physical education occupy as a subject in the educational process of a university. Thirdly, the presence and condition of the material and technical base for conducting classes in physical education and sports. and the last factor, which is crucial for the formation of motivation, is how successfully the university's combined teams perform at interuniversity, city and international competitions (Morozova & Zagryadskaya, 2014).

What do we mean by student motivation? The motivation of students is to affect their most significant interests and current needs for something.

Intrinsic motivation is formed as a result of satisfaction from the process of training and is characterized by an active interest in activities. Intrinsic motivation is an active interest in physical exercises.

Internal motivating motives include: 1) motives associated with the satisfaction of the activity process (emotionality, novelty, dynamism, favorite exercises); 2) the motives associated with the prospect (health promotion, development of physical qualities, body shaping).

In addition to internal motivating motives, each person has his own hierarchy of internal negative motives (fear of ridicule due to inability to perform any movement, get a low mark, etc.) that impede the formation of positive

motivation, it is necessary to work with these motives, replacing them on positive motives.

The most relevant and sought-after motive for solving the basic tasks of physical education is the motive for promoting health.

Active interest in physical education and sports is formed when external motives and goals correspond to students' abilities. To maintain an active and active interest in classes, it is necessary to give tasks and loads of optimal complexity, since excessively light and excessively heavy tasks inhibit activity in achieving the results of activities. Practice shows: poor physical development and lack of physical fitness can be explained by insufficient motivation, which is not an incentive factor for physical improvement. So, complex tasks that do not correspond to the level of development of motor skills and physical qualities cause anxiety and insecurity, and vice versa, easier tasks cause boredom. However, with an increase in the level of knowledge, physical qualities, motor skills, the need for training increases, and positive motivation is formed. And this, in turn, is carried out in the course of continuous, systematic studies.

The motive can be oriented as the ultimate goal, but it is also possible to shift the motive to the activity itself or any result of the activity (for example, in a game - to the game process). And then, given the initial motives, it is possible to adjust the teaching methodology and the temporary motives for obtaining the result (offset) to replace with more stable motives for the process of physical education and sports. In order for the motives to be fixed and stable, each student must enjoy the lessons and certain (planned) results. Therefore, it is necessary to take into account the preferences of students in choosing the type of physical-sports activity.

Therefore, first of all, during continuous and systematic classes, it is important to reveal the physical and physiological needs of students, which can become a motive for physical education and sports. The existence of such an approach forms a positive motivation for students to play sports, as well as solves attendance and academic performance, and ensures the growth of students' personal achievements.

With this approach, physical education exercises acquire a personal meaning and interest in occupations arises, and this, in turn, acts as a positive motivation for activity, therefore, we can talk about turning the external set motives of activity into the internal needs of the person himself.

In the process of physical education, in addition to internal motives, external ones are also widely used, but

conducting classes in physical culture and sports, focusing only on external indicators, can cause a negative reaction among students, since in this case the interests of students are not taken into account and as a result, the emergence of negative motivation, those. there is a reluctance to engage in physical education. Most specialists in the field of physical education believe that the priority of the regulatory approach is detrimental to the formation of sustainable internal motivation for classes, when priority is given not to the interests of students, but to external indicators characterized by benchmark standards or the curriculum. And as a result, interest in the discipline itself is lost, attendance and the effectiveness of classes are reduced.

Given the above, it is possible to recommend that teachers of higher education when setting curricula for physical education and sports, together with students, set goals for achieving a certain level of development of individual physical qualities, and at the same time remember to take into account the interests and needs of the students themselves. During the training in physical education, it is necessary to create such training conditions under which external motives and goals would correspond to the physical abilities of the student, and at the same time should be aimed at the nearest zone of physical development.

Therefore, it is necessary to consider the results of normative tests based on the level of preparation of a particular student, and not some average indicator, i.e., set the student's goals of physical self-improvement, so to speak, to compete with himself. Accordingly, the content of classes and physical activity should correspond to the goals of those involved, and this already indicates the need for an individual approach to the organization of classes. In the course of the study and analysis of scientific and methodological literature, it was revealed that one of the reasons for the low motor activity of students is the lack of an optimal motivational complex. It is possible to form an active interest in physical education and sports based on the student's intrinsic motivation, which is based on the principles of consciousness and personal activity. The study of motivation for physical education and sports is the most important condition for the education of a person's personal physical culture. Knowledge of the need-motivational sphere of students will prepare young people for targeted physical culture and sports activities, it is necessary to create a process as a result of which physical education exercises acquire a personal meaning, create a steady interest, turning the external set motives of activity into personal needs.

## CONCLUSIONS

Thus, the data obtained allow us to conclude that for the formation of motivation it is necessary to identify the needs, goals and motives that encourage students to active and conscious physical culture and sports activities. Properly organized work on the formation of motivation for physical education and sports will become the basis for promoting health, it will help young people socialize, adapt to living conditions and professional work and, on this basis, ensure high working capacity and creative activity.

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