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Social and Cultural Activities Intransformation Of Forced Motor Activity of Students.

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ABSTRACT

The paper analyses relation to physical education at secondary school. This is the result of social and cultural activities at secondary school and primary level of students' attitude toward physical education. The paper deals with various aspects, parties and characteristics of the concept of living standards for the purpose of integrated assessment. Researches of students' self-evaluation and health found out an association of health and living standards. Basic definitions and approaches to life and education quality as well as concept for integrated evaluation of an educational institution were formulated. The contradiction between the needs of students and the lack of ideas about the socially approved goal of physical education classes are revealed. Existing lack of social and cultural influence of the university to change perception of the educational process as meaningless oppressive burden prevents formation of positive attitude towards motor activity and improving the quality of life. The preferences of male and female students in choosing the means, forms and methods of instruction used in physical education classes are clarified. Many male and female students of the 1st and 2nd year of study believed that physical training classes at higher school were more interesting than those that were at secondary school. Females of the 3rd and 4th year of study marked a higher level of competence of teachers among the factors, which affect the improvement of attitudes toward physical education, and the male students of the 3rd and 4th year of study noted that conditions for physical training had improved.

Keywords: Social and cultural activities, quality of life, physical education, attitude to motor activity

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INTRODUCTION

The forced motor activity decreases all the time in the modern world. Not long ago people could not do without prolonged walking, and there was a high proportion of physical labor in the economy, today, transport and mechanization in production have drastically reduced the need for motor activity. But it is an integral part of a healthy lifestyle, as it affects almost all aspects of a person's life in the professional, leisure and everyday activity.

The level of physical activity is declining not only among the townspeople in our days, but also among the inhabitants of rural areas, which is related to a decrease in the share of manual labor in industry and in agriculture, where inactivity has become an important social and cultural problem. It is necessary to take measures to confront it as soon as possible. For this, it is necessary to generate interest in motor activity on the basis of social and cultural activities (Krylova, 1995), which actively changes a person's attitude to the world and to himself in this world.

The living standards are, first of all, the assessment of a person's degree of satisfaction with various aspects of life, the perceived quality of life, subjective feelings of the individual, formed on the basis of living conditions, emotional state, etc. (Seed, Lloyd, 1997). Some papers were published now, devoted to the peculiarities of the formation of the living standards inherent in the student population (Orinchuk, 2009). Studying the living standards of students in different higher schools and at different faculties is being carried out. Data show that the students' living standards, especially that of freshmen, are lowered (Cocco, Agostino, Piotti, 1993).

Most authors define the concept of the living standard as an integral characteristic of physical, psychological, emotional and social functioning, based on its subjective perception. In this case, the role of the systematizing factor of quality of life is given to health (Seed, Lloyd, 1997).

The living standards are not reducible only to the material ones. It is a complex and contradictory system of unity of spiritual, intellectual, material, social and cultural, scientific, educational, ecological and demographic components of life of an individual, a family, people, and of society and humanity in general. It includes individual and general (social) living standards, reveals the diversity of man's needs and abilities, his potential for comprehensive, harmonious, creative development (Subetto, 2002; Ushakov, Turzin, Agadzhanian, 2001; Ushakov, Sokolova, Cordenko et al., 2002).

Living standards are studied by specialists of many fields of science (ecology, medicine, sociology, psychology, etc.) as indicators reflecting the favorable or unfavorable impact of external and internal environment on a person. The study of living standards is an assessing method for social well-being of the population.

Related to health living standards are subjective assessment, made by the individual, of influence of his health, medical care and activities aimed at health maintenance, on the ability to maintain a functioning level that allows him to achieve meaningful life goals. The results of a psychological analysis of living standards of a person made it possible to conclude that the evaluation of the quality of life depends more on personal growth and the person's sense of life than on satisfying basic needs (Kartysheva, 2005; Subetto, 2002; Cocco, Agostino, Piotti, 1993).

Experts of the World Health Organization (WHO) define living standards as "a way of life as a result of the combined impact of factors affecting the health and the happiness, including individual well-being in the environment, satisfactory work, education, social success, as well as freedom, the possibility of free action, justice and the absence of any oppression".

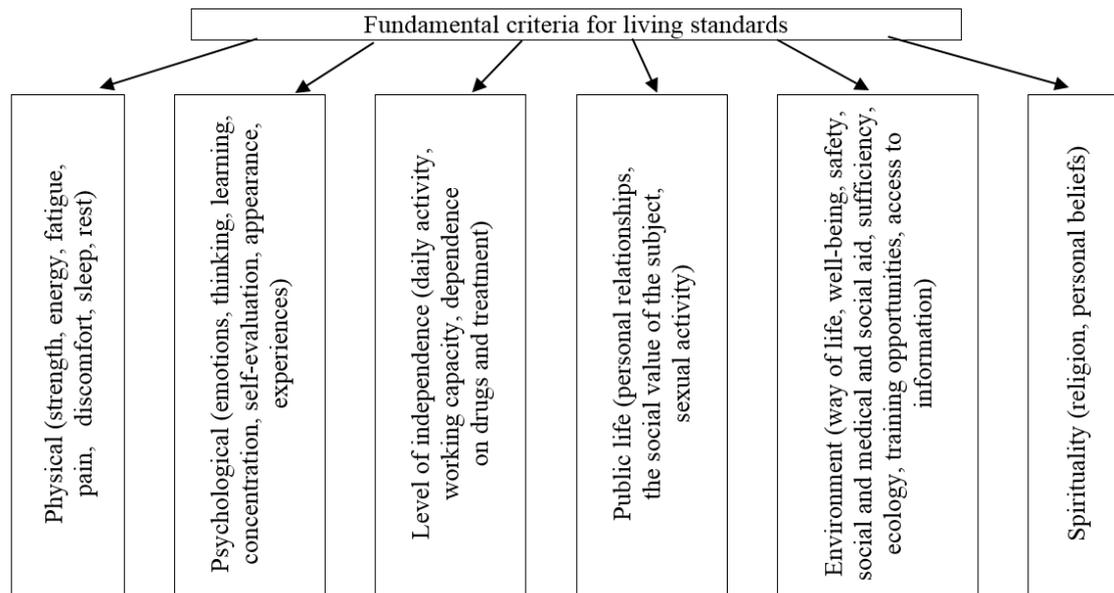


Fig 1: Fundamental criteria for living standards (by WHO)

Thus, living standards are, first of all, the evaluation by the person himself the degree of satisfaction with various aspects of his life, the perceived living standards, the subjective feelings of the individual, formed on the basis of specific life conditions, emotional state, etc. WHO made a major contribution to the development of scientific study of living standards. It developed the basic criteria for living standards schematically presented in Figure 1.

MATERIALS AND METHODS

Living standards of the population in Russia, the health of the nation, the safety of the individual, society and the state as a whole has been decreasing in all parameters over the past 10 years, turning into a state of catastrophe. The crisis of living standards in Russia encompasses all its components: the material living standard, health, spirituality and culture, the system of social security and guarantees, ecology, education, security, family, motherhood and childhood protection, old age protection, ensuring the preservation of the nation reproductive potential. This is especially adversely affecting young people, as these are the young people who are the most sensitive to change and the most labile social group.

About 18 hours a day (including sleep) students are in full or relative immobility. Only about 6 hours remains for their motor activity: physical culture, walking, sports (Bezrukikh,2010; Bezrukikh, 2011). Various authors give different data on the necessary and recommended rates of motor activity of students, but all of them come to the conclusion that the optimal volume of motor activity will be 10-18 hours per week.

The authors performed a profound analysis of relation of students to physical education at secondary school..

To form the ownership of students towards the motor activity on the basis of social and cultural activities at the State Agrarian University of the Northern Trans-Ural Region in Tyumen, the authors had studied their opinion on various aspects of physical education.

To collect information, a questionnaire was developed, which included over a hundred questions that revealed the attitude to physical education. 273 students were interviewed. There were 150 young men and 123 young women. The processing and analysis of the obtained data produced the following results. First of all, the authors tried to find out the students attitude toward physical education classes during the study at secondary school. This was the result of social and cultural activities at secondary school. This was the initial level of students' attitude toward physical education.

RESULTS AND DISCUSSION

An analysis of the survey conducted in the 2015-2016 study year in the Agrarian and Technological Institute showed that only 53.3% of the female students of the 1st and 2nd year of study as well as 80% of the 3rd and 4th year students classified physical education classes as belonging to their favorite subjects at secondary school. A similar ratio could be traced among the male students: 50% and 95%, respectively. 10% of male students of the 1st and 2nd year of study and 5% of the 3rd and 4th year of study did not like physical education classes at secondary school. A somewhat different tendency was also observed among the female students: 46.7% and 20%, respectively, did not like physical education classes at secondary school.

Those who had positive attitude towards physical culture at school liked mostly the predominance of gaming in the classes. There were 36.7% of the female students of the 1st and 2nd year of study and 50% of those of the 3rd and 4th year of study. The opinion of the male students of the 1st and 2nd years and of the 3rd and 4th years almost coincided with the opinion of the female students - 40% and 45% respectively. 26.7% of female students of the 1st and 2nd year of study and 15% of the 3rd and 4th year students had a negative attitude toward physical education classes at secondary school. They explained it by the monotony of classes. 20% of male students of the 1st and 2nd year of study as well as 15% of the 3rd and 4th year students agree with them.

Quite a lot of female students (33.3%) and male students (30%) of the 1st and 2nd year of study, respectively, believed that physical education classes at the university were more interesting than those at secondary school. However, with the increase in the age of students, their opinions were divided: 25% of female students of the 3rd and 4th year of study identified a higher level of competence of teachers compared to school among the factors influencing the improvement of attitudes toward physical education in higher school. 35% of male students of the 3rd and 4th year of study marked that the conditions for physical education classes had improved as compared to school. However, 35% of female students of the 3rd and 4th year of study believed that the material and technical conditions for physical education and sports at the university are worse than those at secondary school. Female students are more sensitive namely to these conditions.

The deterioration in attitudes toward physical education classes at the university was due to a decrease in interest among 20% of female students of the 1st and 2nd year of study, and among 15% of the 3rd and 4th year students. They also noted the limited possibilities for choosing university sport sections in different directions. This opinion was expressed by 20% of male students of the 1st and 2nd year of study. And 15% of male students of the 3rd and 4th year of study noted that the promotion of the importance of physical education at the university decreased in comparison with the school. This is a very significant problem in social and cultural activities of an agrarian higher educational institution for increasing the motor activity of university students.

There is a contradiction between the needs of students in the organization of physical education and the lack of ideas about the socially approved goal of physical education classes. It is necessary to avoid this contradiction by organizing social and cultural activities to promote physical education at the university in order to improve the living standards of students. Unfortunately, the authors have revealed a significant shortcoming of social and cultural activity of the university in that fact, that the perception of the educational process, typical for students, as an all-encompassing overpowering standard, which is mandatory without any comprehension, was not overcome. This hinders social and cultural activities from the formation of students' positive attitude towards motor activity.

More than half of the students remembered theoretical lessons in physical education at secondary school. Students of the 1st and 2nd year of study gained theoretical knowledge on physical culture only during practical classes, and students of the 3rd and 4th year of study were taught theoretical knowledge at school in lectures and practical classes.

Half of female students of the 1st and 2nd year of study did not see the practical reflection of their favorite sport in the content of practical training in physical education and sports. Fortunately, their number was reduced to 30% in the 3rd and 4th year of study. One third (33.3%) of the male students of the 1st and 2nd year of study saw the full reflection of the favorite sport in physical education classes and the same number of them saw a sufficient reflection of the favorite sport in physical education. However, among the male students

of the 3rd and 4th year of study, the number of those who saw the reflection of their favorite sport in the classes is reducing: 25% and 30%, respectively.

Male students preferred playing sports (volleyball, football), and female students prefer aerobics, fitness and bodyflex. Volleyball attracts more than 53.3% of female students of the 1st and 2nd year of study and 55% of the 3rd and 4th year students. The majority of male students of the 1st and 2nd year of study (73.3%) choose football; in the 3rd and 4th study year of study, their number was reduced to 55%.

More than half of the female students (55%) of the 3rd and 4th year of study highlighted, understood and accepted the instruction, the main part and the team work under the guidance of the teacher in the content of the classes. More than half of the male students (55%) of the 3rd and 4th year of study accepted only the main part of the lesson, and they did not distinguish the rest of the class. 40% of the male students and 10% of the female students rejected the introductory part in the content of the lesson. But the team work under the guidance of the teacher was rejected by only by 10% of the female students, and there were no such male students.

Intensely promoted self-employment in physical education was not popular among students: only 30% of female students and 25% of male students were ready to engage in physical education without the participation of a teacher. Independent work on physical education was completely rejected by 30% of female students and 15% of male students.

Of considerable interest are the knowledge of students in social and cultural, as well as social and pedagogical activity. 60% of female students of the 3rd and 4th year of study and only 40% of male students easily coped with the question of defining the concept of form of education. In the opinion of 60% female students of the 1st and 2nd year of study, the group form of education predominated in physical education classes, while male students (66.7%) of the 1st and 2nd year of study, in their turn, put forward the collective form of education. They were joined by 60% of students of the 3rd and 4th year of study. The overwhelming majority of female students (60%) and 66.7% of male students of the 1st and 2nd year of study, 50% of female students and 85% of male students of the 3rd and 4th year of study liked the group classes. More than a half of female students (63.3%) and 56.7% of male students of the 1st and 2nd year of study and 90% of students of both sexes believed that the importance of the collective form of physical education training should be strengthened. Social and cultural activities at the university should promote group sports, but with less intensity than football and basketball.

Among the forms of physical education classes used at the university, 70% of male students and 60% of female students saw the methodological and practical ones. At the second place, the female students put the independent work (optional) on the instructions and under the supervision of the teacher, and the male students did theoretical forms of instruction. Among the independent forms of physical training, students chose most often exercises during study time (physical training brakes, physical activity brakes, etc.), which was a sign of unwillingness to choose a constructive way of taking care of themselves.

40% of female students and 35% of male students of the 3rd and 4th year of study were familiar with the definition of the concept of a teaching method. More than half of female students (53.3%) and 46.7% of male students of the 1st and 2nd years of study traced verbal methods of teaching in the teacher's work. In the 3rd and 4th year of study, 60% of female students and 35% of male students saw the predominance of the game method of teaching. 23.3% of female students and 56.7% of male students of the 1st and 2nd year of study agreed with them. There was a desire for game collectivity.

It was curious that students doubt that visual methods should be used more often than other teaching methods in physical education classes. This was sure only 10% of female students and 36.7% of male students of the 1st and 2nd year of study. An increase in the role of the practical method of instruction is offered by 26.7% of female and 63.3% of male students of the 1st and 2nd year of study. 30% of female students and 50% of male students of the 3rd and 4th year of study were in solidarity with them.

Most students were confidently guided in the definition of the concept of means of physical education. 43.3% of female students and 53.3% of male students of the 1st and 2nd year of study insisted on using a variety of equipment, as a means of teaching physical training. Exercises with accessories were traced by 55% of female students of the 3rd and 4th year of study. Natural means of physical training, such as sun and air, are

traced by 65% of male students of the 3rd and 4th year of study. About a third (30%) of female students of the 1st and 2nd year of study wished to increase the number of exercises with subjects, and male students offered to increase the number of outdoor activities. The stadium was chosen as the best condition for physical education classes by only 23.3% of female students and 33.3% of male students of the 1st and 2nd year of study, 5% of female students and 35% of male students of the 3rd and 4th year of study. Students of the 3rd and 4th year of study believed that the use of variety equipment might be more interesting to them in their physical education classes. Social and cultural activities to increase the motor activity should include a significant increase in the number of exercises on a variety of sports equipment and a sharp increase in the number of outdoor activities.

Only 25% of female students and 10% of male students of the third and fourth year of study answered correctly the question about the concept of training conditions. Students highlighted free access to places of physical education classes and physical proximity to home among the conditions for physical training. 70% of male students of the 1st and 2nd year of study and 65% of those of the 3rd and 4th year of study were completely satisfied with the localization of physical education. Only 46.7% of female students of the 1st and 2nd year of study and 50% of female students of the 3rd and 4th year of study were satisfied with the location of physical education training. Most of both male and female students of the 1st and 2nd year of study (40%) and those of the 3rd and 4th year of study (55% and 45% respectively) liked to practice in the large sports hall or in the gym.

Half of the female students (50%) and 20% of the male students of the 3rd and 4th year of study believed that their level of physical development at the university had significantly improved, and 5% of the female students of same courses, in contrast, believed that their level of physical development had significantly worsened. There were not such pessimists among the male students at all. 76.7% of female students of the 1st and 2nd year of study as well as 75% of male students of the 3rd and 4th year of study assessed the level of their physical education as intermediate. 20% of male students of the 1st and 2nd year of study as well as 25% of female students of the 3rd and 4th year of study estimated their level as pre-intermediate. 35% of female students and 25% of male students assessed their physical development in the process of physical education at the university as remained at the same level, and 5% of both male and female students believed that their physical development had slightly improved. The majority (56.7%) of female students and 30% of male students of the 1st and 2nd year of study believed that the level of their motor activity remained at the same level, while 40% of male students believed that their level of physical development had slightly increased.

The concept of motor activity was correctly understood by 55% of female students as well as 60% of male students of the 3rd and 4th year of study. Appropriate definition of the concept of health was given by half of male students and 35% female students of the 3rd and 4th year of study. Three-quarters of both male and female students of the 3rd and 4th year of study completed the definition of healthy lifestyle exactly. It turned out that 43.4% of the female students of the 1st and 2nd year of study had negative attitude to bad habits, and there were only 16.7% among male students of this age, and 43.4% determined their attitude to these habits as neutral. Female students (16.7%) of the 1st and 2nd year of study believed that their level of knowledge about a healthy lifestyle had not changed during the process of teaching physical education. With aging, 60% of female students of the 3rd and 4th year of study believed already that this level had increased. However, the number of male students of the 3rd and 4th year of study who believed that there had been the growth of their knowledge about health, had increased only by 10%.

It turned out that 70% of female students of the 1st and 2nd year of study did not record information about a healthy lifestyle from a teacher in physical education. While more than half of both male (85%) and female students (55%) of the 3rd and 4th year of study did not agree with them. The vast majority (73.3%) of male and 90% of female students the 1st and 2nd year of study, as well 80% of male and 95% of female students of the 3rd and 4th year study, put mass media on the first place among the sources of information about a healthy lifestyle. Only about 30% of students of the 3rd and 4th year of study received information about a healthy lifestyle from a high school teacher in physical education. Unfortunately, none of the students remembered any information received in the process of social and cultural activities of the agrarian high school on the promotion of a healthy lifestyle.

The definition of the term "endurance" was familiar to 65% of female students and 40% of male students of the 3rd and 4th year of study. 80% of male students, 50% of female students of the 1st and 2nd year

of study as well as 70% of students of the 3rd and 4th year of study thought that a greater emphasis should be given such physical quality as endurance at physical fitness classes

More than half of female students (56.7%) of the 1st and 2nd year of study did not see the teacher's help regarding the forms, content and benefits of independent physical exercises, while the vast majority of the other interviewed students received such advice at physical education classes.

With certainty, 90% of female students and 75% of male students of the 3rd and 4th year of study believed that general physical training was most often realized in physical education classes at the university. But 55% of male students and 60% female students of the 3rd and 4th year of study did not see the specificity of professional physical training in the chosen specialty.

There was a tendency to reduce the length of time spent on physical training. The number of physical training classes decreased from several times a week to once a week by the recognition of 35% of female students of the 3rd and 4th year of study and 53.3% of those of the 1st and 2nd of study. The greater part of male students of the 1st and 2nd (66.7%) and (50%) of the 3rd and 4th year of study were engaged in physical training several times a week. For female students, the amount of time decreases from an hour and a half for the 1st and 2nd year of study (33.3%) to twenty-thirty minutes for the 3rd and 4th year of study (25%).

In addition to compulsory physical education, 76.7% of female students of the 1st and 2nd year of study visited additionally physical sport sections. Their interest was not lost even during the 3rd and 4th year of study. The interest of female students in supplementary physical education was growing from 16.7% in the 1st and 2nd to 30% in the 3rd and 4th year of study. In addition to physical education at the university, 50% of male students of the 1st and 2nd year of study as well as 65% of those of the 3rd and 4th year of study chose an enthusiasm for any sport. Female students of the 1st and 2nd year of study chose to engage in any sport in only 6.7% of cases, and there were already 20% by the 3rd and 4th year of study. Fitness was the most popular with female, and playing sports were popular with male students among the selected sports.

At least 80% of the surveyed students believed that they fulfilled all the requirements and standards of the program for physical education and sports. Female students of the 1st and 2nd year of study (20%) participate the least of all in various mass sports and recreational activities and competitions. The frequency of participation in various physical and sporting events as well as competitions varied among male students from several times a month for the 1st and 2nd year of study (20%) to once a year for the 3rd and 4th year of study (10%). And among female students, it varied from once per semester for the 1st and 2nd year of study (20%) to once a year for the 3rd and 4th year of study (5%).

93.3% of male students of the 1st and 2nd year of study as well as 75% of the 3rd and 4th year students saw the need for competitions in each of the sports during the process of physical education. 53.3% of female students of the 1st and 2nd year of study and 35% of the 3rd and 4th year students did not agree with them. First of all, they needed competitions to improve their sporting results. It counted for 65% of students of the 3rd and 4th year of study. Male students of the 1st and 2nd year of study (60%) were confident that competitions were necessary for improving health.

Students' need for motor activity was individual. More than half (56.7% of female and 86.7% of male students of the 1st and 2nd year of study, as well as 70 and 75% of the 3rd and 4th year students, respectively) were confident that physical education and sports as well as participation in competitions helped in everyday life.

Students saw mainly benefit from physical education classes and sports as well as participation in competitions in improving health. Therefore, 86.7% of female students of the 1st and 2nd year of study as well as 95% of the 3rd and 4th year female students, and 96.7% and 95% of male students, respectively, planned to continue physical education in the future, to maintain an optimal development level of their physical fitness and work performance. 53.3% of female students of the 1st and 2nd year of study, 55% of the 3rd and 4th year female students, as well as 90% and 85% of male students, respectively, planned to continue to play sports, to participate in competitions, to achieve high sports results.

23.3% of male students and 6.7% female students of the 1st and 2nd year of study gave a positive answer on the question: "Do you smoke?" It was regrettable, but the percentage of smokers, although insignificantly, increased up to 10% of female students and 35% of male students of the 3rd and 4th year of study. Part of the interviewed male students (10%) of the 1st and 2nd year of study started smoking at secondary school. Most smoking students smoked no more than 5-10 cigarettes a day. It turned out that more than half of male and female students of the 1st and 2nd year of study, as well as male students of the 3rd and 4th year of study did not drink alcohol, while 55% of female students of the 3rd and 4th year of study drank alcohol. Most of the interviewed male students (45.5%) and 26.6% of female students of 1st and 2nd year of study began to consume alcoholic drinks in highschool. Among alcoholic drinks, dry wine or champagne were chosen by female students, and the male students' preferences shifted with aging from vodka to beer. The frequency of alcohol consumption by male students decreased from one time a month to several times a year, while for girls this indicator was unchanged at the level "several times a year".

The obtained survey results testify the awareness of the students of the agrarian higher educational institution of the theory and practice of physical education. But only a quarter of students understood correctly the principle of collectivism, which 65% of male and 70% of female students considered as the most important principle of physical education classes. This indicates a weak awareness of the application of the abstract concept of the principle for interpreting relationships in the team and educational process.

Despite the fact that the theoretical knowledge of the discipline Physical Education is given to students of the university only after the completion of the discipline, the survey showed that students saw the goal of training in the discipline Physical Education, but did not understand that this goal was set by the teacher. Almost all male students (80%) as a whole were positive about the purpose of the physical education classes delivered by teacher and only 5% of female students were negative about the goal of the lessons.

Male and female students easily coped with the search for correct definitions of concepts of "physical education", "physical training", "physical development", "learning principle", "principle of consistency", "collectivism principle", "work performance", "fatigue", "recreation", "restoration", "quickness", "agility" and "special physical training". However, it was difficult to find the correct definitions of concepts: "physical culture", "sport", "physical fitness", "content of the lesson" "tiredness," "strength," "flexibility," "general physical preparation."

The definition of "self-control" is familiar to 75% of female and 40% of male students. 100% of female and 95% of male students chose a negative answer on the question about the existence of a self-control diary. Most male students believed that they were getting advice on ways to increase efficiency as well as about restoring and recreation from a physical education teacher, but the opinion of female students was diametrically opposed. The overwhelming majority of students believed that physical qualities develop sufficiently during physical education classes.

CONCLUSION

The authors can draw intermediate conclusions that social and cultural activities at the State Agrarian University of the Northern Trans-Ural Region actively contribute to the transformation of forced motor activity into the conscious choice of physical education as a modern style of behaviour that enhances the student's living standards.

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