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RESEARCH ON STUDENTS' ACTIVITY AND INFLUENCER FACTORS

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Abstract: The article presents the results of the study of students' activities in the educational process, as well as identifies the main internal and external factors affecting the effectiveness of their educational activities. The main motivational and organizational aspects that determine the level of involvement in the educational process are identified. Recommendations are offered for optimizing the educational environment.

Key words: student activity, educational process, motivation, influencing factors, educational activity, organization of education.

INTRODUCTION

We studied the theoretical and practical state of students' physical activity and the factors influencing it.

Physical activity is one of the important factors in maintaining and strengthening health [1; p. 79] and improving students' professional and practical physical fitness [2; p. 153].

The results of the study of the weekly volume of physical activity of university students showed that 55.8% of the respondents limit their physical activity to 4 hours with compulsory physical education classes, and 12.7% of students are engaged in various types of physical activity for an additional hour (mainly this time includes morning physical education). 8.8% of the respondents indicated the volume of individual physical activity within 6 hours; 7.8% indicated 7 hours, considering independent physical exercises. The volume of weekly physical activity of students engaged in organized physical culture and sports activities (shaping, dancing) was determined to be from 8 to 12 hours.

LITERATURE ANALYSIS

According to V.P. Zhidkich, a weekly physical activity regimen of 8-9 hours with 35-40% of professional and practical physical training (PAPT) should be considered optimal. For this, it is necessary to use additional and optional classes in the form of morning physical education, physical culture breaks, program classes on physical culture, sports games and other extracurricular activities. Thus, studies show insufficient physical activity, limited to

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compulsory classes in accordance with the curriculum of higher pedagogical educational institutions.

In analyzing the leisure time of students, the forms of physical activity and their interaction are of great importance [3; p. 18-21].

The study found that the majority of students identified walking as the leading form of personal physical activity (28%). 17.4% of them indicated walking. The majority of students are engaged in sports (15.2%) and swimming (16.0%). They are also attracted by tourist trips (5.6%), athletic gymnastics (2.8%), healthy running (2.8%) and other activities. As can be seen from the survey, students are most often engaged in group forms of activities, and less often - in individual forms.

RESULTS AND DISCUSSION

The study of the dependence of physical activity on the level of education of pedagogical higher educational institutions showed that students of the 1st and 2nd years have a large volume of physical activity. From the third stage, there is a decrease in interest in physical activity and a typical increase in the deficit of physical activity. At the same time, starting from the 3rd stage, interest in sports in sports clubs increases. This can be explained by the adaptation of students to the educational process in pedagogical higher educational institutions. The general motor activity of students during the study period was 56-65%, and during the exam period it was even lower at 39-46%. Most students have a motor activity deficit for 80% of the academic year (Table 1).

Table 1

Relationship of educational stages with the form of motor activity (%)

/N	Tests	Stage I	Stage II	Stage III
.	Morning health gymnastics	2.8	2.0	1.8
.	Walking (to study)	8.5	8.8	7.3
.	Rhythm, "Healthy Lifestyle" club	5.9	4.0	1.8
.	Walking in free time	6.6	8.0	2.8

.	Fitness club, Shaping	3.2	3.2	1.5
.	Engage in sports sections	4.4	4.0	2.8
.	Swimming	4.0	2.3	1.0
.	Sports games (football, basketball, handball, volleyball, tennis)	3.2	3.0	1.9
.	Excursions and tourist trips	2.0	2.4	0.8
0.	Total %	40.6	37.7	21.7

According to the correlation of motor activity with mastery (Table 1), those who mastered grades “5” and “4” demonstrate more motor activity in physical education and sports.

Table 2

The correlation of the choice of motor activity forms with the assessment of mastery (%)

/N	**Tests**	**Assessment of mastery**		
		“5”	**“5-4”**	**“4 i 3”**
.	Morning health gymnastics	4,1	11,6	13,3
.	Walking (to study)	4,0	6,4	5,6
.	Rhythm, club "Healthy lifestyle"	2,3	8,2	7,3
.	Walking in free time	2.2	2,8	2,8
.	Fitness club, Shaping	1,6	6,0	8,4

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.	Engage in sports sections	0,7	3,2	1,7
.	Swimming	0,7	2,7	1,2
.	Sports games (football, basketball, handball, volleyball, tennis)	0,7	1,3	0,8
.	Formal physical activity	0,4	0,8	1,2

Thus, the data obtained show that physical culture and sports are not sufficiently popular in the structure of students' lifestyles [70; pp. 49-50]. Most students limit their activity to only mandatory physical culture and sports activities.

The tendency to a deficit of motor activity identified in students at the higher stage of study (starting from the 3rd stage) raises the urgent issue of finding ways to individualize the motor activity of students in the conditions of higher educational institutions.

At present, the attitude of young people to physical culture and sports activities (JMSF) plays a significant role in their development. However, numerous data from science and practice indicate that JMSF has not become a necessary need for students. The practical participation of students in this activity does not correspond to its understanding.

JMSF can be defined as a multi-disciplinary activity of a person in the field of physical culture and sports, aimed at implementing socially significant and personally significant needs in physical development. The need for JMSF is reflected in the stable state of the social system that creates opportunities for the spiritual and physical development of students. The implementation of this need is associated with the elimination of the imbalance of their opportunities and abilities in this area and the requirements of society for the active place of the individual in life, social activity and effective professional labor of the present and future. The formation of this need consists in the compliance of social practice in educating students with the requirements, the proximity of their consciousness and behavior to the essence of these requirements. The formation of needs in the JMSF to a certain extent affects the satisfaction of other needs of students, both biosocial (health, leisure, recreation, the need for movement, etc.) and socio-psychological (communication, self-expression, role and activity in society, etc.). Needs are constantly changing in the development and upbringing of a person. Such needs come

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in different forms (desires, demands, etc.). Lifestyle also allows some needs to form and some to disappear.

But regardless of the form of needs, their presence gives a certain direction to activity. It was found that the need for JMSF is inextricably linked with necessary concepts. These concepts, in turn, are formed and manifested in goals, dreams, wishes, interests and other qualities.

As a result of the conducted research, among the listed values (Table 3), 19.2% of those surveyed ranked material security in 1st place, 13.8% ranked health in 2nd place, 9.5% ranked mental development, good memory and knowledge in 3rd place, 9.0% ranked physical well-being, accessibility, etc. in 4th place.

Table 3

Importance of values in students' lives (%)

/N	Value orientation	%	Place according to value
.	Success in the educational process	8,6	6
.	Material security	19,2	1
.	Social activity	1,3	12
.	Aesthetic abilities	1,7	11
.	Satisfaction with studies, with the chosen profession	8,4	7
.	Successful marriage	7,2	8
.	Health	13,8	2
.	Good physical development	9,0	4

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.	Knowledge of playing musical instruments	4,5	10
0.	Earning the respect of others	7,8	9
1.	Intellectual abilities (memory, erudition)	9,5	3
2.	Communication	9,0	5

According to the results of the questionnaire survey, the main goal of students in JMSF classes during their studies at pedagogical higher educational institutions was 19.8% to improve health, 17.6% to pass the physical culture subject test, 16.0% to increase attractiveness to the opposite sex, 14.7% to improve mood and self-esteem, and 9.6% to relieve mental stress (Table 4).

The development of a model for individualizing health programs in physical education was carried out in the studies of B.T. Likhachev, in which pedagogical technology is defined as an organizational and methodological means of the pedagogical process [5]. Based on the concept, ideas of B.T. Likhachev, as well as the understanding of technology as a meaningful method-technique for implementing this process, a system, algorithm and model for individualizing health programs in physical education of students were developed by V.P. Bespalko [6].

Table 4

Goals that students want to achieve in physical exercise and sports activities

C /N	**Goal**	**%**	**Place according to**
	To feel good and improve mood	14,7	4
	To relieve mental stress	9,6	5
	To improve health	19,8	1
	To be evaluated in physical education	17,6	2
	To achieve high results in sports	6,3	7
	To achieve material values	2,0	10

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	To acquire useful skills and qualifications	3,5	9
	To improve one's appearance	16,0	3
	To strengthen one's willpower	6,6	6
	I find it difficult to answer	3,9	8

Methodological tools of pedagogical technology aimed at individualizing physical education programs for students.

As mentioned above, traditional methods of individualizing physical education programs for health have a number of significant shortcomings: low correspondence between theory and practice in the field of physical education, insufficient and low efficiency of stimulating pedagogical influences and forms of conducting health classes, as well as individual classes.

In this regard, in our research, a set of tools, including a system of interrelated elements, a structural scheme of the algorithm and a model of individualization of physical education health programs, was developed - Yu.K. Babansky, based on the famous theory of optimization of the educational process, which includes three components of activity: laws, principles, tasks, content, organizational - (situational) effective, motivation and control - assessment based on individual capabilities and environmental conditions [7].

The developed model of individualization of physical education programs for students, which includes the target, organizational-content, technological and effective-evaluation components, is presented in Figure 2.

The target component of the model defines the goals and objectives of individualization of physical education programs for students.

The organizational-content component of the model includes a set of organizational approaches to determining the content, means and methods of implementing the proposed model, as well as pedagogical tools that ensure the implementation of project relations at the Institute of International Relations and History of the Southern Federal University:

- systematic approach - combines a set of principles for determining goals, selecting content, organizing physical education and health and physical education and sports activities, as well as evaluating the expected educational, educational and health results;

- person-oriented approach - implementation based on interrelated and mutually compatible ideas and methods, including on important individual indicators of health, functional state, physical fitness and development of physical qualities, as well as the results of self-realization, self-improvement, the possibility of self-use in the unique individuality of the

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individual;

- competency-based approach - implementation of the priority orientation of education to results, in a tested and approved model, it organically corresponds to the implementation of the provisions of the Federal State Educational Standard regulating the formation of students' competencies in the ability to "self-organize and improve their knowledge" and the ability to "use methods and means of physical culture to ensure full social and professional activity";

- the kinesienergenomic approach, based on modern ideas about the energy supply systems of muscle activity, allows you to determine the individual physical load and reliably control the immediate, cumulative and delayed training effects.

Based on the theory of Yu.K. Babansky, the introduction of the principle of variability of loads into methodological tools allows you to individually use physical loads in a certain sequence for health improvement. After performing physical exercises of the anaerobic - glycolytic direction, aerobic loads are required, which allow the use of the formed lactate in the oxidative system of energy supply, which is of great importance for health.

Another specific principle is the continuity of classes to achieve a high level of indicators of the functional state of the body systems, which ensures the adaptation of a person to muscle loads.

The principle of conformity to nature allows individualizing physical education health programs based on the individual natural characteristics of the human body, in accordance with the genetically determined age characteristics of its development, and the principle of achieving harmony between the external and internal aspects of physical activity is aimed at strict adherence to the time between exercises, intensity, rest time and the volume of work that corresponds to the laws of muscle energy supply.

The technological component of the model determines the forms, styles, methods, techniques and means of individualizing physical education health programs and includes a system of interrelated elements of individualizing students' physical education health programs.

The most important component of the model is effective (effective) assessment, which, in our opinion, is the central link in the individualization of students' physical education health programs. The multiplicity of external variables (age, gender, level of physical fitness and functional state, mood, psychophysiological characteristics, biorhythms, influence of external environmental factors, etc.) does not allow using a complex system of calculating the input variables of the model. At the same time, it is advisable to use the principle of output data, that is, the parameters of certain indicators that reflect certain shifts that occur individually in the

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student's body during physical exercises.

At the same time, the functional state and level of health or the level of physical fitness are not as important as its increase to the initial indicators. The effective (effective)-evaluative component of the model for individualizing health programs for students in physical education determines the expected result of experimental work from a low level of somatic health indicators to a high level and allows you to make adjustments to the organizational, substantive and technological components of the model, which allows for effective pedagogical control of physical activity in the direction of health.

Thus, the process of individualizing health programs in physical education will be effective if pedagogical conditions are observed, based on the mechanisms and laws of energy supply of muscle activity, the law of energy conservation and the methodological principles of conformity to nature, variability, continuity, and the correspondence of external and internal aspects of physical activity.

The system of interrelated elements includes tasks, processes and implementation. The main tasks include determining the physical load provided by the oxidative, lactacid, phosphogenic and mixed energy supply systems. The process is aimed at performing physical exercises of the aerobic, anaerobic-glycolytic, anaerobic-alcatalytic and aerobic-anaerobic directions. The implementation of physical load is determined by the level of development of physical qualities (general endurance, speed endurance, speed-power qualities, etc.). The interrelation of the elements of the system shown in this figure determines the practical effectiveness of measures to improve the functional state and health of students. Algorithm for individualizing health programs for students' physical education includes the following stages: diagnosing the initial functional state, interpreting the data obtained, compiling a health passport in accordance with the initial data, comparative analysis of the effects of training with the normative indicators of the somatic health passport, making adjustments to the individual program, selecting physical exercises in a specific direction, and controlling the external and internal aspects of physical exertion.

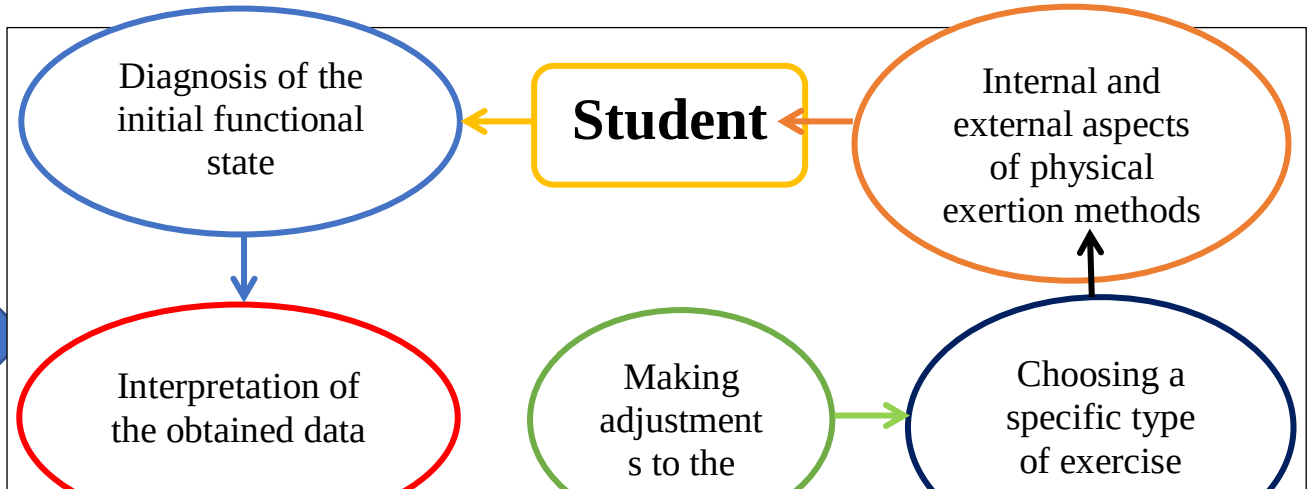

Figure 1. Structural diagram of the algorithm for individualizing health programs for students' physical education.

The system of interconnected elements is characterized by the integration of the The The most important pedagogical conditions for individualizing physical education health programs include:

- dosing physical activity in the field of health based on the compatibility of external and internal aspects of physical activity;

- introducing problems on the individualization of health programs into the educational process of physical education;

- using the Kinesis ergonomic approach in individualizing physical education health programs based on the mechanisms and laws of muscle energy supply;

- systematic pedagogical control of immediate, cumulative and delayed training effects in the process of physical education;

- designing individual complexes of physical exercises to improve and correct somatic health.

CONCLUSION

The results of the study confirm the need for an integrated approach to organizing students' educational activities. It is important to take into account both internal motivational aspects and external conditions that contribute to the formation of a stable interest in education. Universities are encouraged to develop flexible forms of education, provide quality feedback, and introduce practice-oriented methods.

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