INFLUENCE OF A PEDAGOGUE’S HUMANISTIC AIMS ON THE STUDENTS’ ATTITUDE TO THE LESSONS OF PHYSICAL TRAINING

Rogaleva Liudmila¹, Malkin Valeriy²
(Ural state technical university¹, Ural state technical university², Russia)

At the present-day stage of education formation there appeared two tendencies. The first one is connected with the orientation towards the innovation models of education. The second one is oriented towards the traditional model of schoolchildren’s education. The aim of the research was to show that focuses the attention on the fact that the difference between the humanistic and the traditional models of education is to be sought not in the contents of the programme but in the methods of management of the students’ educational activity, which affects the schoolchildren’s personal formation to a greater extent. The research was conducted on the base of a lyceum with the realisation of the innovation programme of physical training lessons for the senior school girls which was oriented towards the interests, needs and values of the youth. The research was under way during two years. Four experimental groups (96 people) and four control groups (112) took part in the experiment. To evaluate the influence of pedagogues’ humanistic aims on the students’ attitude to the lessons we used special questionnaires and inquirers that helped us to reveal the students’ attitudes to the tasks and purposes put forward by the pedagogue. (For example, “Do you think that including creative tasks in the programme of physical training is necessary?” “Is it necessary to show such qualities as mutual support, cooperation, zeal, etc. to solve the assigned tasks?” “Choose those motives that were significant for you in the process of preparation and demonstration at a festival”) The main system-forming component of the programme is the preparation of collective creative sports-dance projects. The experimental groups consisted of the students having lessons under the direction of the pedagogues who have humanistic aims. In the course of the research realisation the following tendencies were revealed. Among the students of the experimental groups 76,7% of the participants had the interest to the programme of the physical training while among the students of the control groups this figure is 40,8%. The results of the study of the climate in the group showed that the scales “inter-support”, “interest”, “zeal”, “satisfaction from lessons” do show reliable differences (P< 0,05 – 0,01). The study of the formation of motivation showed that in the experimental groups there is the positive dynamics of the change in the leading motives during the physical training lessons while there is no such tendency in the control groups. The analysis of the students’ attitude to the preparation and the presentation of the group sports-dance complexes allows to state that if in the experimental groups 65% of students want creative works to be included, in the control group this figure is 34%. Also it is important that in the experimental groups 76% of the girls had the motives of interest and desire to self-expression as the conscious motives to perform the creative tasks, while in the control groups only 38% indicated these motives and 49% of the questioned points to fulfilling of the programme and getting a good mark as the leading motive. The results of the survey show that the girls of both groups mention that the role of physical training in the development of physical qualities, but only in the experimental groups most of the students point to the fact that the role of physical training in the development of social activity, interest to creative activity, in the rise of self-confidence and belief in one’s own possibilities is really significant.

Keywords: Children Physical Activity, Physical Culture