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Dakal N.  
candidate of Sciences in Physical Education and Sports, Associate Professor  
department of Health and Sports Technologies  
Kachalov O.  
teacher department of Health and Sports Technologies  
National Technical University of Ukraine Igor Sikorsky Kyiv Polytechnic Institute

## INTERNAL MOTIVATION OF STUDENTS OF HIGHER EDUCATION INSTITUTIONS TO SWIMMING CLASSES

The article reveals the internal motivation of students of higher education institutions to swim. It was found that due to the large amount of theoretical material students do not have enough time for physical activity, so most students actively attend swimming lessons. This article defines the concepts of motivation and intrinsic motivation, determines the level of motivation to learn from students and considers a more detailed attitude to the disciplines "Theory and methods of teaching swimming."

The content of education in the broad sense of the word is an institution for the transfer of accumulated experience in the form of a system of knowledge, skills, traits of a creative personality, its worldview, behavioral qualities and properties, due to the requirements of society. From the standpoint of methods of transferring experience (their evolution, development, efficiency), it is legitimate to note that education is also a technological process. Under the term "technology" we mean the totality of means and methods of any activity.

The value psychological and pedagogical process of personality physical culture formation includes five main procedural components: knowledge and intellectual abilities; physical perfection; motivational-value orientations; socio-spiritual values; physical culture and sports activities.

Key words: students, swimming, motivation, physical exercises, physical education.

Дакал Н. А., Качалов О. Ю. **Внутрішня мотивація студентів закладів вищої освіти до занять з плавання.** У статті розкрито внутрішню мотивацію студентів закладів вищої освіти до занять з плавання. Встановлено, що через великий обсяг теоретичного матеріалу у студентів не вистачає часу для рухової активності, тому більшість студентів, активно відвідують навчальні заняття з плавання. В даній статті визначено поняття мотивації та внутрішньої мотивації, визначено рівень мотивації до навчання у студентів та розглянуто більш детальне відношення до дисциплін «Теорія і методика викладання плавання».

**Ключові слова:** студенти, плавання, мотивація, фізичні вправи, фізичне виховання.

**Formulation of the problem.** In the system of Bologna education, education consists of credits, which include classroom hours and independent work of students. Therefore, intrinsic motivation is relevant, the student must meet professional competencies, have a creative approach to professional tasks, enjoying learning. Students who are internally motivated to study in the field of physical culture and sports, having mastered professional skills, knowledge and abilities will be more competitive in the labor market. Therefore, the problem of studying the level of intrinsic motivation to learn is relevant.

**Analysis of recent research and publications.** The analysis of the scientific literature showed that a number of researchers LI dealt with the issues of internal motivation to study. E. Ilyin, V. Klimchuk, O. Leontiev, M. Matyukhina, V. Yakunin, but there was no research on the internal motivation of students majoring in "Physical Culture and Sports".

The purpose of the work is to determine the level of internal motivation of swimming lessons in students of higher education institutions.

To achieve this goal, the following tasks were set:

- analyze the concepts of "motivation" and "internal motivation";
- explore the means of forming internal motivation,
- to determine the criteria for the study of intrinsic motivation.

**Presentation** Culture and Sports" according to the curriculum consists of general training, training in the specialty and specialization, which includes classroom training and self-study. It is the systematic organization of classroom and independent learning that can give the student valuable knowledge of disciplines that will help to become a highly qualified specialist in the field of physical culture and sports.

Motivation is the willingness of people to make every effort to achieve organizational goals, due to the ability of these efforts to meet a particular individual need. This interpretation is associated with the introduction of three key concepts: effort, organizational goals and individual needs [1].

A. Maslow and his supporters believed that the subject of psychology is behavior, not human consciousness. At the heart of the behavior are human needs, which can be divided into five groups:

- physiological needs necessary for human survival: food, water, rest, etc .;
- needs for security and confidence in the future - protection from physical and other dangers from the outside world and confidence that physiological needs will be met in the future
- social needs - the need for a social environment;
- the need for respect, recognition of others and the pursuit of personal achievement
- the need for self-expression, ie the need for their own growth and realization of their potential.

The first two groups of needs are primary, and the next three are secondary. All these needs can be arranged in a

strict hierarchical sequence in the form of a pyramid, which is based on primary needs, and the top is secondary.

The value of such a hierarchical construction is that the priority needs of a person at lower levels and this affects his motivation. In other words, the satisfaction of the needs of lower levels is more decisive in human behavior, and then, as these needs are met, the needs of higher levels become a stimulating factor [8].

Intrinsic motivation motivates the student to set goals, intrinsic motivation is the source of the desire for personal success. Students do the job better and learn better disciplines that bring them pleasure.

The concept of intrinsic motivation means a person's desire to carry out any activity for the sake of this activity. It comes on a subconscious level and requires the individual to achieve goals and objectives. The person is motivated internally, is not exposed to external motivations, he just enjoys the work done [4].

Internal motivation:

- occurs under the influence of internal discomfort (a person acts to get inner pleasure, get a positive mental state)
- activities are organized on their own initiative, does not depend on the will of others.
- motives: inner satisfaction, interest [5].

According to researchers, "individuals who have internal motivational factors are more likely to succeed in life than those who are motivated externally. They are interested in the activities carried out and for their own pleasure try to do it in the best way. "

Internal motivation is best characterized by the words "want", "like", "pleasure", and external - "should", "should".

Learning motivation (Markova AK, Matis TA, Orlov AB, 1990) - a hierarchy of motives that ensure the purposefulness of human activity, the source of which is - internal and external motivation. Motivation to study - one of the main conditions for the implementation of the educational process. It not only promotes the development of intelligence, but is also the driving force behind the improvement of the individual as a whole [7].

Factors contributing to the formation of internal motivation for learning activities:

1. Positive emotional mood.
2. Study of the motivational sphere of students, its correlation.
3. The situation of success.
4. The presence of freedom of choice.
5. The use of various techniques and methods of innovative technologies, method-projects, research.
6. Organization of role activities and collective activities in the classroom.
7. Formation of motivation at each stage of the lesson.

The requirements to be met in the formation of internal motivation of students majoring in "Physical Culture and Sports" were determined:

1. Use as little "competition" situation in the classroom as possible. It is better to accustom the student to the analysis and comparison of the own results. The situation of competition can switch to competitive activity in which the main thing is to win at any cost, and you need to be interested in the discipline.
2. It is necessary to remember that punishment for incorrect solution of educational tasks is the last and least effective method that causes negative emotions and negatively affects the student's attitude to learning.
3. Avoid temporary restrictions on the expression of opinions, as this not only inhibits the development of creativity, but also hinders the development of intrinsic motivation.
4. Make sure that learning tasks not only reflect the mental abilities of students, but also have optimal level of complexity, had a practical focus, helped to identify their skills and competencies.
5. Give the student the right to choose an educational task, without restricting his freedom.
6. Select educational tasks with elements of novelty in the field of physical culture and sports.
7. Invite graduate students who successfully work in the field of physical culture.

Physical education as an academic discipline plays an important role in higher education and contributes to the training of highly qualified specialists. The process of physical education in higher educational institutions is carried out in accordance with the state educational standards of higher professional education, which impose requirements (of the federal component) on the mandatory minimum content and level of training of higher school graduates in the academic discipline "physical culture".

On the basis of state educational standards, higher educational institutions independently, taking into account the exemplary physical education curriculum, local conditions and interests of students, determine the forms of physical education classes and means of physical education, sports and physical activity, methods and duration of classes (at least 5 hours a week ).

For the academic discipline "physical culture" in all state educational standards in the cycle of general humanitarian and socio-economic disciplines, a fixed minimum of time is allocated - 408 academic hours.

The purpose of physical education of students is the formation of physical culture of the individual. To achieve this goal, it is planned to solve the following educational, educational, developmental and health-improving tasks:

- ✓ understanding of the role of physical culture in the development of personality and its preparation for professional activity;
- ✓ knowledge of the scientific and practical foundations of physical culture and a healthy lifestyle;
- ✓ formation of a motivational and value attitude to physical culture, attitudes towards a healthy lifestyle, physical self-improvement and self-education, the need for regular
- ✓ physical exercise and sports;

- ✓ mastering the system of practical skills that ensure the preservation and strengthening of health, mental well-being, development and improvement of psychophysical abilities, qualities and personality traits, self-determination in physical culture;
- ✓ provision of general and professional-applied physical readiness, which determines the psychophysical readiness of students of the future profession.

Motivation of human activity is a rather complex process, and first of all it is necessary to distinguish motives from conscious goals, motives "stand behind the goals", motivate to achieve the goal. Motives, in contrast to goals that are naturally conscious, are usually relevant to the subject. However, motives are not separated from consciousness - although they are not realized, but have a substantive meaning that is perceived by the subject [6].

Analyzing the test results, 66.5% of students consider the acquired knowledge valuable; show passivity - 6.2% of students; show learning difficulties - 14.2% of students; interest in the activities of this discipline - 9.6% of students; negative attitude to classes - was not found in students, negative attitude to the activities of this discipline - 3.1% of students.

Studying the lecture material and performing practical tasks in the discipline "Theory and methods of teaching swimming" consider the acquired knowledge valuable - 54.2% of students; show passivity - 14.1% of students; show learning difficulties - 15% of students; interest in the activities of this discipline - 15.3% of students; negative attitude to classes - was not found in 4th year students, negative attitude to the activities of this discipline - 4.5% of students.

The content of education in the broad sense of the word is an institution for the transfer of accumulated experience in the form of a system of knowledge, skills, traits of a creative personality, its worldview, behavioral qualities and properties, due to the requirements of society. From the standpoint of methods of transferring experience (their evolution, development, efficiency), it is legitimate to note that education is also a technological process. Under the term "technology" we mean the totality of means and methods of any activity. Currently, there are several ideas about pedagogical technology, such as:

- ✓ a set of psychological and pedagogical attitudes that determine a special set and layout of forms, methods, methods, teaching methods, educational means; it is the organizational and methodological tool of the pedagogical process;
- ✓ descriptions of the process of achieving planned learning outcomes;
- ✓ content technique for the implementation of the educational process;
- ✓ a model of modern pedagogical activity thought out in all details for the design, organization and conduct of the educational process with the unconditional provision of comfortable conditions for students and teachers.

**Conclusions.** Intrinsic motivation to learn gives you the opportunity to enjoy the material received and to understand your purpose in the field of physical culture and sports.

Studying the intrinsic motivation of swimming in students of higher education institutions, we can conclude that students are highly motivated to study, so almost 60.5% of students find the knowledge valuable and interesting, so most students have a high level of intrinsic motivation. However, 19.5% of students found it difficult to study disciplines (most of these students miss a lot of classes due to the competitive and training regime, so they master the topics on their own, which makes it difficult to study the material in the future).

When studying intrinsic motivation in further research it is important to consider the factors influencing the intrinsic motivation of students, as well as to determine the relationship between learning success and intrinsic motivation.

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