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SELF-ASSESSMENT OF THE STATE OF HEALTH AND MOTIVATIONAL PRIORITIES OF STUDENTS A TECHNICAL UNIVERSITY

An analysis of the scientific literature shows that in recent years the problem of the health of student youth has become even more pressing. A number of works are devoted to the study of not only functional, but also psychological problems of personal development of students and crises in personal development. A special branch of research into the interaction of humans and information technologies is associated with the study of computer addiction, which is understood as a person's pathological addiction to work or spending time playing computer games. Along with the increase in the amount of time spent at the computer by young people, researchers note a lack of motivation to exercise and lead a healthy lifestyle. And as you know, a positive result in any activity depends on the strength and persistence of motives, which are formed based on needs, their connections with value orientations and conditions of activity. The key to solving the current problem may be changes in physical education curricula and improving the quality of student education. Great importance should be given to modern teaching methods, allowing teachers to use new effective forms and methods of teaching. This will allow students to take an active part in the educational process and achieve their goals with high efficiency. Many authors pay attention to improving approaches to the development of personal components of a healthy lifestyle in young people through physical education. Therefore, research aimed at studying the motives of students and introducing work results into practice is relevant and should be based on the patterns of personality functioning.

Key words: students of higher education, self-esteem, motivation, professional approach, state of health.

Лускань Олег, Кузьменко Наталія. Самооцінка стану здоров'я та мотиваційні пріоритети студентів технічного вузу. Аналіз наукової літератури показує, що в останні роки проблема здоров'я студентської молоді стала ще більш актуальною. Ряд робіт присвячено дослідженню не тільки функціональних, а й психологічних проблем особистісного розвитку студентів та криз особистісного становлення. Особлива галузь дослідження взаємодії людини та інформаційних технологій пов'язана з вивченням комп'ютерної залежності, під якою розуміють патологічну пристрасть людини до роботи або проведення часу за комп'ютерними іграми. Поряд зі збільшенням часу, проведеного молоддю за комп'ютером, дослідники відзначають відсутність мотивації займатися спортом і вести здоровий спосіб життя. А як відомо, позитивний результат у будь-якій діяльності залежить від сили і стійкості мотивів, які формуються на основі потреб, їх зв'язку з ціннісними орієнтаціями та умовами діяльності. Ключем до вирішення актуальної проблеми можуть стати зміни в навчальних програмах з фізичного виховання та підвищення якості навчання студентів. Велике значення слід приділяти сучасним методам навчання, що дозволяють викладачам використовувати нові ефективні форми і методи навчання. Це дозволить студентам брати активну участь у навчальному процесі та з високою ефективністю досягати поставлених цілей. Багато авторів приділяють увагу вдосконаленню підходів до розвитку особистісних компонентів здорового способу життя у молоді засобами фізичного виховання. Тому дослідження, спрямовані на вивчення мотивів діяльності студентів та впровадження результатів праці в практику.

Ключові слова: здобувачі вищої освіти, самооцінка, мотивація, професійний підхід, стан здоров'я.

Formulation of the problem. Students occupy a special place among students. The period of study at a university is the final step towards future professional activity. The intensification and complexity of the learning process leads to a rapid increase in the volume of information received by students, which requires great physical and mental stress. The transformation of the nature of the learning process cannot but affect the characteristics of adaptation processes and, accordingly, the health of students who are engaged primarily in mental work and spend a lot of time at the computer. Many scientists and specialists raise the question of the need to take measures to increase not only professional knowledge, but also comprehensive readiness for future work, which includes good health, high performance and psychological stability. To do this, it is necessary to develop healthy lifestyle skills in students, to give them the necessary knowledge about the development and functioning of the body in various conditions. Physical activity is a prerequisite, an important part of a healthy lifestyle, ensuring a harmonious and fulfilling life for a person at any age. Many scientists report that in Ukraine the very low level of youth health culture is of particular concern. According to their data, only 6% of Ukrainian citizens, and only every tenth student, have a sufficient level of physical activity for health purposes.

Analysis of literary sources. The mechanisms of the relationship between physical activity and human health are revealed in many studies by such authors as: Ashanin V.S., Tserkovna O.V. [1], Kostyukevich V. M. [2], Lawrence E. [3], Zenina I.V., Gavrilova N.M., Ivanyuta N.V., Kuzmenko N.V.[4].

The purpose of the study is to identify the motivational priorities of technical university students for physical education classes; determine self-assessment of their health status. Objectives of the study: to analyze the issue of students' attitudes towards physical education classes at the university; compare the motivational priorities of first-year students for physical education classes; determine the attitude of students to their health and identify the dynamics of changes in their health status during their studies at the university.

Material and research methods: 320 students at the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" took part in the study. Among the respondents, 65% were boys and 35% were girls. The following methods were used: analysis and synthesis of data from scientific and methodological literature, questioning of students, methods of mathematical statistics. The survey was conducted online using the Google Forms application. This application has a number of advantages: it is free, easy to use, and conveniently provides statistical data in the selected form. An unlimited number of people can participate in the survey at the same time, and respondents are not limited in the devices they use when answering (smartphone, computer, tablet).

The lifestyle of modern students is characterized by limited physical activity, a large information load, which negatively affects all systems of the body, leading to a decrease in its compensatory and adaptive reactions, and to the occurrence of various diseases. A questionnaire survey of first-year students showed that 51.5% of students rated their health status as good, 44.1% as satisfactory, 4.5% as unsatisfactory. At the same time, 44.6% of students called their physical condition good, 45.5% - satisfactory and 10.4% - unsatisfactory. Comparing the answers of respondents from all courses about their existing chronic diseases, it was found that the percentage of students with these diseases increased from 4% in the first year to 11.4% in senior years. 18.6% of senior students noted that their health had deteriorated during their studies at the university. The modern education system in higher educational institutions, especially in technical universities, provides for the active use of computer technologies. Studying the amount of time spent by freshmen at the computer, it was determined that 26% of students spend at the computer up to 20 hours a week, 13% - up to 25 hours, 50% - more than 35 hours a week, which is an average of 5 hours a day, 11% - more than 50 hours per week. A large volume of educational tasks and the use of computers in the educational process and at work cause increased stress on the visual organs of young people. Analyzing the health status of students, it was revealed that the number of students assessing their vision as good was rated by 64.9% in the first year. At the same time, 28% of respondents noted that their vision deteriorated during their studies at the university, 44% noted that they had disorders and diseases of the visual organs. In our opinion, this is closely related to the lifestyle of students. Researching types of leisure, it was found that most students prefer passive recreation. According to the results of the survey, in the first year, spending leisure time on the computer takes up (13.9%). Also, the percentage of reading students is 15.8%. First-year students gave the first place in leisure time to walking (26.2%). They began to communicate less with friends - 20.8% of freshmen and play sports - 18.8%.

It was found that the vast majority of students (about 77%) do not smoke. In the first year, 4% smoked constantly and 18.8% smoked sometimes. The situation is worse with alcohol consumption. The percentage of young people drinking alcohol more than doubled, from 6.4% to 13.2%. 44.1% of first-year students sometimes drink alcohol.

A study of student motivation for attending physical education classes showed the following results. The priority goal for attending physical education classes for 1st year respondents is primarily the development of physical qualities (50.7%), the formation of a beautiful figure and the promotion of health. Nearly a quarter of students attend classes for credit. The lowest percentage of freshmen have the goal of achieving sports results.

It was also found that 71.8% of respondents do not want to participate in sports competitions held at the university. Thus, the data obtained indicate the problem of physical activity among young people. As you can see, at the moment the majority of students are doing it for credit, and the number of students for whom physical exercise is part of their daily life is much smaller. Considering that physical education is gradually becoming an elective subject in many universities, teachers need to find ways to attract students to classes, study their needs and wishes regarding the content of classes.

When studying the types of sports that interest young people, it was found that a significantly larger number of 1st year students would like to engage in different sports.

According to the results of a survey on the number of physical education classes, the majority of freshmen (42.1%) would like to study twice a week. A large percentage of students consider it necessary to study 3 or more times a week - 31.6%. We believe that the majority of these students are members of university teams in various sports.

The survey showed that students would like to engage in physical exercises and sports at the university during scheduled classes (about 40%), 44.1% in sports sections, 9.9% of freshmen want to exercise independently. While studying at a university, students want to attend such classes. The responses show that 64.1% of students went in for sports. This indicates that over the decades, the number of people involved in sports and cultivating a healthy lifestyle has been decreasing every year, and this niche in the general culture of our society has been in a critical position for many years. Analyzing the factors that prevent students from doing physical exercise, we see that more than half of the respondents do not have free time. Perhaps this is due to the fact that there are fewer and fewer students receiving scholarships and studying on a budget basis, and young people are forced to combine study and work from their junior years.

It was determined that the priority goal for attending physical education classes for first-year students at a technical university is to obtain a credit (71.4%), while for (50.7%) it is the development of physical qualities. It was revealed that physical education classes are not of interest to 35.2% of first-year students, as a result of which 24.7% of students regularly skip them or do not study at all. It has been determined that the greatest interest is in sports games, aerobics and other types of physical activity that are not cultivated at the university. It was found that only 51% of the first-year students surveyed rated their health as good.

The most common way of spending leisure time among freshmen is at the computer (25.5%), while 61% of freshmen spend more than 35 hours a week at the computer.

Self-esteem is one of the key aspects of human personality psychology, which not only determines his attitude towards himself, but also influences his life position, motivation and success. An internal sense of self-worth and high psychological value, which is formed under the influence of various factors at all stages of life, from childhood to the present day. This is not just a feeling of self-confidence or a low opinion of oneself, but a complex mechanism for perceiving oneself and the world around [3].

Based on this definition, the motivation of a healthy lifestyle is a kind of "view" of motivation in a generalized form through the prism of a healthy lifestyle, identifying the essence of which involves understanding such basic categories as lifestyle and health. In approaches to determining the essence of a healthy lifestyle, three main directions are distinguished today: philosophical and sociological; medical and biological; psychological and pedagogical. Analysis of approaches to determining the essence of motivation and consideration of the features of a healthy lifestyle allows us to determine our own understanding of the motives of a healthy lifestyle. We understand the motives of a healthy lifestyle as a whole system of conscious motivations that activate and direct the manifestations of personality (moral, spiritual, physical) in various spheres of life from the standpoint of the values of one's health. Among the many factors (socio-economic, demographic, cultural, hygienic, etc.) that influence the health and development of children, physical education occupies an important place in terms of intensity of influence. Today, there is no doubt that in conditions of growth in the volume and intensity of educational and cognitive activities, the harmonious development of the student's body is impossible without physical education [4].

The changes taking place in various spheres of modern society are putting forward ever new demands on the organization and quality of professional education. A modern graduate of a higher institution must not only possess special knowledge, skills, and abilities, but also feel the need for achievement and success; know that he will be in demand on the labor market. Therefore, an important task of institutions providing higher education is to instill interest in students in the accumulation of knowledge, independent activity and continuous self-education. To achieve these goals, students must be motivated to learn. The effectiveness of the educational process will be directly related to how high the motivation and incentive are mastering a future profession. The problem of studying the motivation of educational activities is one of the most important in psychology and pedagogy, as evidenced by numerous numbers of works devoted to this topic. Motivation that contributes to the success of student learning, is the basis for the effective implementation of the educational process [4].

The educational process is classified as a complex activity, motives for learning a lot, and they can not only manifest themselves separately in each person, but also merge into one, forming complex motivational systems. Let us examine in more detail some types of motivations that are relevant in the learning process of university students. The motive for obtaining higher education can be identified as the main one here, since this is precisely why young people enter higher education institutions. Mastery of knowledge, skills and abilities that will further form the foundation of an individual's professional activity is an important factor influencing student motivation [1].

There is the following classification of students' educational motivation:

- cognitive motives (acquiring new knowledge and becoming more erudite);
- broad social motives (expressed in the individual's desire to assert himself in society, to establish his social status through teaching);
- pragmatic motives (to receive a decent reward for your work);
- professional and value motives (expanding opportunities to get a promising and interesting job);
- aesthetic motives (getting pleasure from learning, revealing your hidden abilities and talents);
- status-positional motives (the desire to establish oneself in society through study or social activity, to gain recognition from others, to occupy a certain position);
- communicative motives; (expanding your social circle by increasing your intellectual level and meeting new people);
- traditional historical motives (stereotypes that arose in society and strengthened over time);
- utilitarian-practical motives (desire for self-education);
- educational and cognitive motives (focus on ways of acquiring knowledge, mastering specific academic subjects);
- motives of social and personal prestige (focus on a certain position in society);
- unconscious motives (obtaining education not of one's own free will, but through the influence of someone, based on a complete misunderstanding of the meaning of the information received and a complete lack of interest in the cognitive process) [2].

Conclusions.

Summing up, we can draw a number of conclusions. Higher education is viewed by young people primarily as a social elevator, allowing them to realize their status aspirations and take their desired place in the world social structure of society. Higher education, according to students, increases the chances of getting a job that meets their needs and ensures further career growth. Moreover, as you increase educational level, the importance of the status component of higher education in relation to professional education increases. In order for all the plans of the younger generation to be realized, it is necessary for young people to get used to discipline and daily routine. had the opportunity to relax, was not overloaded with information load and was stress resistant.

When analyzing the results of the study, there is, on the one hand, an increase in the value of higher education for young people, and on the other, a decrease in interest in vocational training. This inconsistency should be taken into account when organizing the educational process in universities in such a way that allow the professional devaluation of higher education and a decrease in its quality.

Thus, motivation is one of the key components of modern learning. The quality and awareness of the knowledge and skills acquired during professional training has a great impact on the success of future professional activities and careers. Based on this, increasing the educational motivation of students in distance learning is a special task of the teacher.

A lot depends on the teaching style, techniques, methods, and professional approach to students. The ability to interest an audience and be creative and helpful in delivering information to modern youth who are demanding listeners.

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INTERDISCIPLINARY INTEGRATION IN THE FORMATION OF STUDENTS' HEALTH CULTURE AND COMPETENCE AND COMPETENCE IN THE ACTIVITY OF A PHYSICAL EDUCATION TEACHER

The integrated system of educational content in the subject "Physical Education" corresponds to the invariant structure of activity, including cognitive, communicative, holistic-orientational, transformative, aesthetic, physical and other functions; that is, a set of actions and relatively completed elements aimed at achieving a certain intermediate conscious goal form a certain integrity, unity. To implement this integrity, it is necessary: firstly, to develop and transition to a scientifically substantiated concept of interdisciplinary integration adequate to the requirements of the objective law of high-quality development of education; secondly, integrative training and retraining of teachers and the creation of an educational and methodological mechanism for the creative implementation of this concept in university practice. The construction of holistic solutions to health problems in the cognitive and professional activities of students and graduates is considered as a determining criterion for the practical implementation of interdisciplinary integration (IDI) in professional education. And system analysis is a scientific and practical tool for its implementation in university practice. The main task of education in any discipline is to develop in students the need and skills to use its content to develop a disciplinary and holistic process for solving a health problem as a professional one. This involves specifying the target functions of different groups of academic disciplines.

In addition, the health-creative professional and pedagogical problem, being interdisciplinary by nature, in the process of constructing its integral solution presupposes and technologically requires the implementation of MDI, which acts as a condition and form of its implementation. That is, with the help of the discipline "Physical Education" integral pictures of the process of solving each health-creative problem are constructed. The mechanism of MDI consists in the implementation of the gnostic, constructive, design and prognostic functions of the disciplines participating in solving the problem; in the transformation of their "apparatus" into an integrative methodological, theoretical and technological tool - into a scheme of the orienting basis for actions in constructing disciplinary and integral models of the process of forming a health culture in the process of physical education. Finally, in general, the mechanism of MDI consists in the preparation and real implementation of students (especially in fundamental disciplines) in the practice of solving professional health-creative problems.

Key words: integration, students, health culture, physical education, process, mechanisms, preparation.

Назимок Віктор, Мартинов Юрій. Міждисциплінарна інтеграція у формуванні культури здоров'я студентів та компетенція і компетентність у діяльності викладача з фізичного виховання. Інтегрована система змісту освіти з предмета «Фізичне виховання» відповідає інваріантній структурі діяльності, що включає пізнавальну, комунікативну, цілісно-орієнтовну, перетворювальну, естетичну, фізичну та інші функції; тобто сукупність дій і відносно завершених елементів, спрямованих на досягнення певної проміжної свідомої мети, утворюють певну цілісність, єдність. Для реалізації цієї цілісності необхідно: по-перше, розробити та перейти до науково обґрунтованої концепції міждисциплінарної інтеграції, адекватної вимогам об'єктивного закону якісного розвитку освіти; по-друге, інтеграційна підготовка та перепідготовка викладачів та створення навчально-методичного механізму творчого впровадження цієї концепції в практику ВНЗ. Побудова цілісних рішень здоров'язберігаючих проблем у пізнавальній та професійній діяльності студентів і випускників розглядається як визначальний критерій практичної реалізації міждисциплінарної інтеграції (МДІ) у професійній освіті. А системний аналіз є науково-практичним засобом його впровадження в практику ВНЗ. Основним завданням навчання з будь-якої дисципліни є формування у студентів потреби та навичок використовувати її зміст для розвитку дисциплінарного та цілісного процесу вирішення проблеми здоров'я як підготовки до майбутньої професійної діяльності. Це передбачає конкретизацію цільових функцій різних груп навчальних дисциплін.