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REASONS FOR REDUCED STUDENT MOTIVATION IN THE PROCESS OF STUDYING GYMNASTIC EXERCISES

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Abstract. The publication identifies the reasons that reduce schoolchildren's interest in gymnastic exercises in physical education classes.

Keywords: motivation, physical culture teacher, students, gymnastic exercises, lesson.

The analysis of modern pedagogical research shows that the formation of educational motivation is one of the most acute problems of education. It is common knowledge that any activity is more efficient when it is motivated.

In the Ukrainian Pedagogical Dictionary, the concept of "motivation" is defined as "a system of motives or incentives that prompts a person to specific forms of activity or behavior". **Ошибка! Источник ссылки не найден.**, with. 217]. The basis of the motive of a person's activity is his various needs. As a result of awareness and experience of primary (natural) and secondary (material and spiritual) needs, a person has certain urges to act, thanks to which these needs are satisfied.

The objective of this research determine the reasons for the decrease in schoolchildren's motivation to engage in gymnastic exercises.

Researching the motivation to engage in physical exercises based on the analysis of scientific literature, scientists T. Krutsevich and O. Marchenko testify that the

formation of students' motivation is influenced by a combination of external and internal factors [3].

Among the external factors, she includes: the activity and level of pedagogical skill of the physical education teacher, the content of classes, methods of learning and development of motor skills, material and technical equipment of the physical culture and sports base of the school, psychological climate in the classroom. External factors also include interaction with the environment, which students engage in during physical exercises.

As internal factors of formation of motivation can be singled out: forms of interaction and communication with peers in the classroom or at the lesson; students' awareness of the need for physical exercise classes.

Since the most important condition for the effectiveness of physical exercises is the motivation of the teacher on the one hand, and the students on the other, then in accordance with the above-mentioned factors, it is possible to single out a number of separate factors that slow down or accelerate the formation of motivation in students and teachers.

It is obvious that students who have a formed need for systematic physical exercises, and who are based on value orientations in the field of physical culture, achieve significant results in their physical development.

That's why we were a survey was conducted in which a block of questions is formed, the answers to which allowed us to determine the teachers' opinions about the factors that reduce their interest in conducting physical education lessons, namely the practical performance of exercises, and the interest of schoolchildren in classes in general.

As shown by the analysis of the questionnaire, the factors that negatively affect the attitude of teachers to conducting a physical education lesson are the following:

1. The student's fear of getting injured during the exercises, which is conditioned a decrease in the general level of physical fitness of modern schoolchildren. This reason was indicated by (77%) respondents.

2. The lack of modern sports equipment in school halls was answered by 72% of respondents.

3. The lack of examples for imitation, which are formed by mass media, by their own example, which negatively affects the activity of schoolchildren in physical education lessons (33%).

On the other hand, the survey made it possible to determine the teachers' opinion about the reasons that reduce the interest of schoolchildren in doing gymnastic exercises in the physical culture lesson. Answering the question "Which of the reasons listed below, in your opinion, reduce the interest of schoolchildren in gymnastic exercises?" The respondents' data were distributed as follows and are presented in (Table 1).

Table 1.

Reasons that reduce schoolchildren's interest in classes gymnastic exercises (in % of the maximum possible)

No p.p.	Reasons that reduce the interest of schoolchildren	Indicator
1.	The low level of physical and motor readiness of modern schoolchildren, which makes it difficult to master a large part of the exercises.	73.2%
2.	Fear of injury while exercising.	70.9%
3.	"Staticity" of the physical education lesson from individual modules of the school curriculum.	35.1%
4.	There are limited opportunities to express emotions, unlike, for example, playing sports.	28.2%
5.	Competition from other, more dynamic and spectacular sports.	23.6%
6.	The decline in the prestige of physical culture due to the lack of attention from the mass media.	21.3%
7.	Absence in students' minds of examples formed by mass media and the environment that would stimulate the desire to do physical exercises.	15.2%

Analyzing the data presented in the table. 1, we came to the conclusion that approximately the same number of respondents (73.2%) and (70.9%) believe that the decrease in students'

interest in physical exercises is manifested in connection with the low level of physical and motor readiness of modern schoolchildren and the fear of getting injured while performing exercises. To a lesser extent, students' motivation is affected by the static nature of individual modules of the school program (35.1%), low emotionality (28.2%), the decline in the prestige of physical education (21.3%), the lack of role models and low propaganda in mass media (15.2%).

Thus, in order to solve the above-mentioned problems, according to E. Zakharina, you need:

- firstly, the acquisition by future teachers of knowledge, skills, and abilities to perform their professional tasks;
- secondly, stimulation and encouragement of students by teachers for independent physical exercises. [2].

A similar opinion is held by the scientist I. Shapovalova [5], who believes that if a student is motivated to work in this field by internal motives: a conscious desire to be a teacher of physical education, to be an example for others, a desire to pass on one's own experience to the next generation, applying knowledge and abilities for this, efforts to achieve success in teaching activities, the need for self-realization, then you can be certain that he is fifty percent already a professional.

A. Teletskaya, studying the question of the formation of interest in active educational and cognitive activity [4, p. 101] sees in the formation of internal motivation, which occurs when external motives and goals correspond to the student's capabilities, that is, they are optimal for him (not too difficult and not too easy), and when he understands the task set before him. The successful implementation of such motives and goals gives them a certain inspiration, success, desire to continue learning, that is, internal motivation and interest.

Conclusion. The obtained data allow us to state that the reasons that most contribute to the decrease in motivation in the opinion of physical education teachers to engage in gymnastic exercises are the low level of motor and physical

readiness of schoolchildren and, as a result, the fear of getting injured in class, the insufficient amount of inventory and equipment for the implementation of this module of the school program. Therefore, improving the conditions for the implementation of modules of the school program in physical education classes will contribute to improving the motivation of both schoolchildren and teachers.

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