





## Personal Physical Culture And Its Place in Everyday Life of University Students

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### ABSTRACT

The relevance of the problem under investigation is due to the recent tendency in reduction of the level of students' health and physical fitness. Meanwhile it is known that one of the most effective ways to promote health is systematic employment in various forms and types of physical culture and sports. Physical culture of the individual is an integral part of a healthy lifestyle of a person. Its structure includes an intelligent component (knowledge, skills, interests and value orientations in physical education) as well as the activity component (the systematic voluntary exercises, hygienic and tempering procedures).

This study is aimed at determining the interests, requests, opinions of students on the way physical culture and health work in the university is conducted, analyzing students' subjective assessment of their own health and knowledge of the main indicators characterizing it, determining students' attitudes toward physical education, its place in their daily lives and recreation of students of junior courses of Naberezhnye Chelny Institute of Kazan Federal University.

The leading method in research of this problem was the collection of necessary information using a specially developed questionnaire which allows us to examine the problem in a comprehensive and complex manner in order to obtain objective results.

As a result of the conducted testing it was possible to identify the following main trends. The number of people engaged in sports activity in the university (various types of motor activity) is steadily declining compared with the school period of life, especially for young men. Most of the students put high marks for the physical culture classes at the university. One third of the respondents, subjectively assess their health as satisfactory or bad. One third of students have some chronic diseases. Approximately half of the students could not name the individual figures for the most accessible indicators reflecting the state of human health (pulse at rest, blood pressure). Despite the fact that the absolute majority of the interviewed students agree with the opinion that a person should lead a healthy lifestyle as well as with the assertion that physical culture is one of the main components of a healthy lifestyle, only one third of students believe that they lead a healthy lifestyle. Despite the high workload in the educational process more than half of the students indicated the availability of free time on weekdays (2-3 hours), and only 10% noted that there is none at all. At weekends the availability of free time increases dramatically. The most common types of students' activities in their free time were the following: watching TV; homework; physical culture and sports; reading newspapers, magazines, books; spending time with friends outdoors.

The data obtained experimentally give food for thought to practical workers in the field of physical culture and allow searching for ways of improving the process of physical education of students even under such unfavorable economic conditions.

## Introduction

The main goal of the physical education of students in the university is the formation of the physical culture of the student's personality which is understood as the organic unity of knowledge, needs and motives, the optimal level of health, physical development, development of physical qualities, ability to exercise physical activity, physical fitness and sports activity [1, 2].

Understanding of the physical culture of a student's personality as a value can become an effective factor in the formation of reserves of various types of physical culture, the formation of progressive trends in the development of public opinion and the needs for mastering the values of physical culture as a kind of culture of the future specialist [3, 4, 5, 6, 7, 8].

Meanwhile when many students come to the university they are physically very weak, have poor physical fitness, they have no need for physical education and sports, aspirations and skills to improve physical status, there is almost no physical education [9], there is a negative attitude towards studies of physical exercises. Most likely this is due to the fact that the lessons in the secondary school were of a formal nature and were conducted at a low methodical level.

The weakened state of the body and psyche most often before the university, environmental problems, malnutrition, lack of exercise, low level of valueological culture causes that most students are physically unwell, many of them have borderline states of different types [10, 11, 12, 13].

## Problems

In this study the following tasks were set:

- 1) to study sports and sports interests, health indicators of first-year students;
- 2) to analyze students' subjective assessment of their health and knowledge of the basic indicators that characterize it;
- 3) to determine the attitude of the student to physical culture and its place in everyday life;
- 4) to identify the features that characterize the work and rest regime for students of the Naberezhnye Chelny Institute of Kazan Federal University.

## Methods

To solve the tasks the following research methods were used: analysis of literature sources, questioning, statistical processing of experimental data.

The study involved 233 first-year full time students at the age of 17-18 in Naberezhnye Chelny Institute of KFU who proportionally represented all faculties of the university. 150 of them are female students, 83 – male students. To conduct the study we developed a questionnaire consisting of 41 questions and sub-questions grouped for ease of processing into separate blocks. In total as a result of the survey in an anonymous mode about 10,000 responses were received to the questions put.

## Results

The results of the questionnaire showed that in comparison with the school period of life the number of people engaged in sports (by any kinds of motor activity) is steadily declining, especially for young men (from 71% to 27.5%).

One of the issues of special interest for the teaching staff of the department of physical culture and sport was the question of the students' subjective assessment of physical training classes conducted in the university. It should be said that the majority of the respondents gave excellent grades (74% of the boys and 62.5% of the girls) and good grades



(21% of the boys and 35.5% of the girls), which cannot but please although there are still a lot of opportunities for professional growth and improvement of the material and technical base of the department.

When asked the question "How do you subjectively assess your state of health?" 7,7% answered that they consider themselves absolutely healthy people, 64,8% rated their health as quite good,

9.9% of the students answered that they were recently troubled by insomnia, 18.9% answered that they became irritable, 33.5% of students worried about lethargy, drowsiness; 24% of interviewees complained of headaches; 41,6% – were bothered by fatigue of the hands, legs, waist, neck, etc. muscles after exercise. And only 18.9% of students have no painful symptoms and they are not bothered.

When asked the question "Do you have any chronic diseases?" 29,2% of the respondents answered that there are such diseases, 49,4% – said they have no chronic diseases, 21,4% do not know anything about the presence of these diseases. 5.6% of students never get colds during the year, 44.6% – get sick, but only once a year, 37.8% – get sick 2-3 times a year, 9.4% – get cold during the year more than three times, 2.6% – found it difficult to answer.

When asked about knowledge of the simplest indicators reflecting the state of human health, 55.4% of the respondents could only name their heart rate data at rest, 36.9% – know their blood pressure, 90.1% – could say their weight, 91.8% – they know their height. At the same time, only 10.7% of students could specify the normative data for the above-mentioned indicators, 51.5% – were able to name the norms for some indicators, as a rule, they were weight indicators.

55.4% of those surveyed undergo a medical examination only when they are forced to do so, 5.2% regularly undergo a self-initiated examination, 18.9% are rarely examined, 41.6% seek help only in case of disease, poor health;

If we rank the ways the students address to in order to improve their health (stress relieving) the picture will look like this:

- exercise: 49.8% – systematically, 45.5% – from time to time, 2.6% – practically do not use;
- massage: 6.4% – systematically, 36.1% – from time to time, 46.4% – practically do not use;
- steam room, sauna: 16.3% – systematically, 47.2% – from time to time, 25.3% – do not use it at all;
- unloading diets, starvation: 4.3% – systematically, 11.2% – from time to time, 65.2% – practically do not use;
- cold training procedures: 3.9% – systematically, 15% – from time to time, 65.2% – do not use it at all;
- resorting to medicines: 4.3% – systematically, 53.6% – from time to time, 33.1% – practically do not use;
- resorting to alternative medicine: 6.4% – systematically, 25.8% – from time to time, 54.9% – practically do not use;
- resorting to sleeping pills and sedatives: 0.9% – systematically, 5.2% – from time to time, 80.7% – practically do not use;
- resorting to psychotherapy, autogenous training: 3.4% – systematically, 7.7% – from time to time, 73.4% – practically do not use.

95.7% of the interviewed students agree with the opinion that a person should lead a healthy lifestyle as well as with the assertion that physical education is one of the main components of a healthy lifestyle (95.7%), while only 29.2% of the students surveyed believe that they lead a healthy lifestyle, 64.4% of them do not do it all.

When asked the question "Do you personally feel the need for regular physical training?" 33.9% of the respondents answered "yes, very sharp need", 64,4% – "to some extent", 1.7% – "no". At the same time regular physical exercises became an integral part of life of 37.3% of students, they occupy an episodic place in the life of 55.4% of them, 1.7% of students do not have any exercises.

The main motives for physical training: 82.4% – health promotion, 76.8% – body improvement, 10.7% – communication with a group of like-minded people.

When choosing a regular motor activity, students' preferences were distributed as follows: 44.6% – physical exercises at home, in the garden; 66.9% – walking on foot for study and back; 69.1% – walking in their spare time;



23.6% – health running, crosses; 8.2% – guided walks; 20.2% – skiing; 29.2% – swimming; 13.7% – hiking, hunting, fishing; 39.5% – sports and outdoor games; 28.7% – gymnastics; 12.4% – aerobics; 24% – exercises with weights, dumbbells; 9.4% – classes in health groups; 39.5% – classes in sports sections; 4.7% – technical sports; 28.7% – exercises on simulators; 39.5% – dancing; 2.5% – non-traditional forms of exercise (yoga, etc.).

Among the reasons that do not allow students to be actively engaged in physical education, the following were named: 53.6% – lack of time, 6.4% – poor health, 1.7% – shyness, 4.3% – lack of interest, 19.3 % – their own passivity, 15.9% – fatigue after work, 6% – other response (their own laziness).

When asked the question “What would motivate you to start practicing physical culture and sports?” 2.1% of the respondents answered that “compulsion” of parents, 7.3% – example of parents, 34.8% – deterioration of health status, 36.9% – overweight, 30.9% – an example of friends, 24.5% – other answers indicated.

Among the types of physical exercises that they would prefer to use for these purposes were named: 40.8% – running, 14.6% – walking, 34.8% – sport games, 27.9% – skiing, 48.9% – swimming, 12% – gymnastics (athletic, aerobics), 20.6% – tourism, 13.7% – other types (badminton, wrestling).

Identification of some features that characterize the working and resting regime of the students in Naberezhnye Chelny Institute of KFU showed the following picture.

When asked the question “How long (on average) a day are you in the university?” About 60% of the respondents named the figure at 6-8 hours, and about 2-4 hours it takes them every day to prepare for classes.

Despite the high workload in the educational process, 56.2% of the students indicated the availability of free time on weekdays (2-3 hours), 37.8% – that only sometimes there is free time and only 9.9% – that there is no free time at all. It is interesting to see how the answers for spending free time by students were distributed: 27.9% of respondents spend their free time helping their parents in the household; 10.3% – spend their time out of city; 37.3% – are engaged in physical culture, sports; 9.9% – visit cinemas, exhibitions, museums; 7.6% attend night clubs, discos; 47.6% read newspapers, magazines, books; 43.8% watch TV shows; 54.9% – are engaged in household chores; 46.8% – spend time with friends; 11.2% – chose a different answer (they listen to music, surf the Internet, etc.).

When asked the question “How much free time do you have at the weekend?” the answers were as follows: 2-4 hours – 12%, 5-6 hours – 21%, 7-8 hours – 26.6%, 9-10 hours – 4.3%, 10-12 hours – 12.9%. Its typical expenditure is as follows: 35.1% – working in the garden, helping parents in the household; 17.2% – going out of city; 25.8% – doing physical training, sports; 12% – visiting cinemas, exhibitions, museums; 21.5% – visiting night clubs, discos; 41.2% – reading newspapers, magazines, books; 48.9% – watching TV shows; 64.8% – doing housework; 51.9% spending time with friends.

24.9% of the students surveyed believe that their day is clearly organized and there are no reserves to increase leisure time, 64.8% think that it is not organized enough, 10.3% think it is not organized at all.

## Conclusion

Among the most interesting results of the study the following can be distinguished:

- the number of people engaged in sports in the university compared with the school period of life (by some kinds of motor activity) is steadily declining, especially for young men;
- the majority of students put high marks on the quality of physical education classes conducted at the university;
- one third of the respondents subjectively assess their health as satisfactory or bad. The same number have some chronic diseases;
- approximately half of the students could not name the individual figures of the most accessible indicators reflecting the state of human health (pulse at rest, blood pressure);
- despite the fact that the absolute majority of the students interviewed agree with the opinion that a person should lead a healthy lifestyle, as well as with the assertion that physical culture is one of its main components, only one



third of students believe that they adhere to a healthy lifestyle;

- despite the high workload in the educational process, more than half of the students indicated the availability of free time on weekdays (2-3 hours), and only 10% of them noted that it does not exist at all. At weekends the availability of free time increases dramatically;

- the most common types of activities for students in their free time were the following: physical education and sports; reading newspapers, magazines, books; watching TV; homework; spending time with friends outdoors.

## Discussion

Thus, the study made it possible to get acquainted professionally with a contingent of students who came to Naberezhnye Chelny Institute of KFU, to determine the interests, inquiries, opinions of students about the physical culture and health work at the university, to obtain data on students' subjective assessment of their state health and what they are doing to strengthen it. And finally it made possible to reveal some features that characterize the work and rest regime for students of Naberezhnye Chelny Institute of KFU.

The results of the research can be of interest to practical workers in the field of physical education, they allow us to find ways to improve the physical education of students under such unfavorable economic conditions.

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