

Innovation Problems of the Fortification of Health Youth Facility of the Physical Culture

Valeriy Panachev^a, Leonid Zelenin^a, Anatoliy Opletin^a, Evgeniy Kudryshov^a, Aleksandr Oborin^a, Mihail Nohrin^a, Svetlana Annenkova^a, Roman Solonitsin^a, Yulia Korepanova^a and Marat Fazleev^a

^aFGBOU VO "Perm national exploratory polytechnic university", Perm, RUSSIA

ABSTRACT

In referencing the Russia President to Federal Meeting said, that one of the main problems of the future development of the social state is an increasing life's quality of the Russians, the improvement of health to nations and demographic situation in Russian Federation. Per annum 72-years Victories in Great Domestic war sharply cost the questions of health of the population to Russia, particularly youth. On front of the war we have lost more than twenty eight million best representatives to nations so hitherto can not solve the demographic questions and consolidate health a youth facility of the physical culture and improvement of the nation health and the demographic situation in Russian Federation. The particularity of the Russians reproduction behaviours at the last any tens of years were shown installation prevalence to the systems of the families with little children, and low need for children and life's conditions, promoting its deformation. In total, the country has got such results of the reproduction behaviours which for long years will main narrowed type of the reproducing population. The Russia demographic program became reaction on established and, regrettably, already firm disadvantage situation in social sphere, on essences, has defined that solving role belongs to the growing of the reproduction activities. The last program is interpreted by us as type of the reproduction population behaviours, providing in prospect growing to its quantity. The life's condition, promoting or preventing to realization children quantity need, emerging structured element of the reproduction behaviours, form one of two its types - the reproduction activity or the reproduction passivity. The solving role in change given situations belongs to increasing of the Russians motor activity. sound lifestyle. systematic occupations by physical culture

KEYWORDS

Innovation problems of the fortification of health, development of the physical culture and sports, life's quality

ARTICLE HISTORY

Received 20 October 2016
Revised 28 November 2016
Accepted 5 December 2016

Introduction

Rationale is determined by social and economic changes in the country, which result some changes in the educational system . The latter sets the

CORRESPONDENCE Valeriy Panachev ✉ panachev@pstu.ru

© 2016 Panachev et al. Open Access terms of the Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>) apply. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.



educational process in the position of searching new ways and methods of activating personality as a subject of self-determination. The new paradigm of complex education singles out self-development as an independent group. Before proceeding the formation of different competences the readiness of the personality to this kind of activity should be found out. In this article the formation of the competence of the self-development is achieved by the methods of physical education and self-development of the personality is taken as a part of the integrated system of the personality's development. The system is conditioned by the principal motivation of self-development, self-regulation and self-control

In terms of the student's position and student's personality, when the physical development, health promotion, intellect and will development are treated equally.

Materials and Methods

Competence development is a complicated symptom complex of internals and personality behavior. It characterizes the level of digested knowledge, skills and accomplishment of a student in the field of Physical Education and Sport activity as considered with the given parameters. Moreover it's a capability to analyze and make choices between the great amount of various programs of physical activity to integrate the most important processes of self-development such as self-actualization, self-consciousness, self-projection and programming. In a broad sense competence development contributes to the personality's self-actualization, self-perfection and helps students to find their social status (Marchuk, 2014; Aleshina, 2014; Mihailova, 2014; Karelina, 2014; Kaznacheev & Preobrazhensky, 1988).

Theory and practice analysis shows that there is no clear-cut definition of readiness, due to different approaches to find its essence and different aspects of researches. Physiologists treat readiness as a special state of the human's organism (Pavlov, 2014), as a neurophysiological basis of purposeful behavior and as a state to be ready to it (Berne, 2012; Albuhanova-Slavskaya, 2011). Such approaches help to understand the formation of readiness on the physiological level. Psychologists determine readiness as an orientational mechanism which is conveyed in pre-readiness to specified ways of behavior in certain situations (Dyachenko & Kandybovich, 2006; etc.), as an overall readiness to work, as a short-time and long-run conditions of readiness (Levitan, 2009), as a difficult organization, which emphasizes the significance and importance of personal approach of its investigation. Readiness as a social attitude is determined by social psychologists (Korotaeva, 2007; Kulikov, 2011; Myasishev, 2008). On the whole readiness is described as symbiosis of social-psychological readiness of personality to different kinds of activity and self-development. A great importance to this research have such researches which discover the essence of readiness to self-education (Belinsky, 2007; Wentzel, 2013; etc.). Researches which reflect the readiness of personality to self-development represent the most interest to this research (Naenko, 2006; Selevko, 2008; Petchenkin, 2004; Machula, 2010). One of the major aspects of this research is the aspect of formation of readiness in physical education process. In consequence of the working-out problem of basic psychological readiness to different kinds of activity some researchers have appeared in psychological and pedagogical literature, in which have been put more emphasis on certain forms of readiness

in the field of physical education and sports: to pre-start condition before sport competitions (Berdus & Chuvilin, 1999) to the readiness to accomplish of basic problems to mobilization readiness in sports (Obodyński & Cynarski, 2003; Cynarski & Litwiniuk, 2001). Observation of the phenomenon "readiness" is comfortably to personality's self-development in the field of physical education and sports. This observation stipulated the adaptation of the phenomenon "readiness", its structure and diagnostics taking into account psychological makers of youngsters.

Results and Discussion

Some approaches which discover the structure of readiness are reflected in psychological and pedagogical literature. In this research the structural component was discovered by the method of literature data analysis. On the one hand the fundamental approach of psychologists was examined, which determines self-development as the development of mind, will and senses (Vygotsky, 2010). On the other hand the researches of scientists which determine the problem of readiness from the perspective of the so-called "selfhood" were taken (Dyachenko & Kandybovich, 2006). Such researches which determine readiness and self-development of students in educational process are close to this research (Hapacheva, 2014; Kubashicheva, 2014). The criterial index of readiness was taken as basis of amputation of the components of readiness, which were corresponded to the goal of the research and its objectives and were designated by means of experiment. The structure of readiness is presented by the following components: orientation component, operational and psychological components, motivational and axiological components (table 1).

Table 1. Criterial specification of the student's readiness to self-development components

Orientation component	Operational component	Psychological component	Motivational and axiological component
The concept of self-determination	The grasp of skills of self-actualization	Self-confidence	Estimation and self-appraisal
Self-education	The grasp of reflection	Emotional component: well-being, mood, activity	Aspiration for the self-determination
Self-development	Communication	Development of will	Desire of self-affirmation
Knowledge about the position	Skills of self-control and self-correction	The skill to use self-regulation	Correlation of the results and consequences
Contents			

The observation of the readiness level to self-development of students was carried out with the help of pedagogical methods, which reflected the correlation of the subjective comprehension of this phenomenon, and objective data which were fixed in the educational process. The analysis of the data singled out four levels of readiness to self-development: low, middle, sufficient, supreme.

Low level. A student is not interested in self-development. He or she has heard about it but the submission about it is on the consumer grade: "if I want - I'll do". He or she is sure that it will not be difficult to do it. He or she does not distinguish self-development from self-determination and thinks that it is not

necessary. He or she has inflated self-concept. In critical situations manifests negative will orientation. He or she doesn't care about the place in the group. The future for the person seems bright, and he sees himself a successful person for whom everything is easy. This type of person is absolutely not ready to self-development.

Middle level. A student is interested in self-development as there is a lot of information about it. But the interest of the problem is not stable: it appears fast and disappears fast. Sometimes the person has a desire to change something in his life, but he doesn't change his personality and doesn't link the changes with his future profession. His self-appraisal changes when he changes his activity. The level of pretention is low. His communication is distant. The person has weak self-control and stands apart in critical situations but sometimes can manifest conation. Emotionally filled when he is successful and suppressed when he is not. The person yields to society: "if everybody do - I will do". His position is not staple and he doesn't analyses his behavior.

Sufficientlevel. The person is interested in the problem of self-development, reads the literature about it and applies the information to himself, his present and future. Has a good experience and can solve not complicated problems. His attitude is: "I'll try to do my best". Has an adequate self-appraisal. Emotionally stable except for negative situations which can be connected with his personal problems. He is even-tempered in the communication. He is purposeful but sometimes changes his opinions. He manifests self-command rather than negative emotions in critical situations. The level of pretention is sufficient. He is capable to analyze his failures and has his own attitudes towards different problems. Has a great desire to reach self-perfection but has not the system.

Supreme level. The person is well- familiarized with the problem in its theoretic level. He connects self-development with his position, his present and future. He observes the aspect himself, especially its practical side. Recognizes the process of self-development as his personal, professional and social development. He distinguishes self-development from self-determination and self-consciousness and understands their sense. He is capable to analyze his behavior, activity and future but the analysis has personalization. The person is self-controlled in critical situations. But he is emotional especially in success. He is excitable but can control his behavior and doesn't admit breakdowns. The level of pretention is high and he has a high level of readiness to self-development.

The diagnostics of the students' readiness to self-development was conducted with the help of the method of pedagogical observation and developed scheme which were fixed by the method of independent specifications and were estimated in scores which showed the degree of the readiness. It is exhibited in the following table (table 2).

Table 2. Estimated criteria of the students' level of self-development

Level	low (indifferent)	middle (relative)	sufficient (high)	supreme (superior)
Scores	8-19	20-48	49-64	65-80

The 283 two-year students took part in the experiment. In the consequence of the experiment the results were derived (table 3)

Table 3. The data of the students' readiness to self development before the experiment (283 students)

	Levels (composition in percent)			
	low (indifferent)	middle (relative)	sufficient (high)	supreme (superior)
Self-appraisal	-	154	46	-
Scores	59	141	-	-

According to the data the students' readiness to self-development is inflated. Nobody of the students did not recognize the low (indifferent) level. More than a half of them (54%) were sure that they wielded the information about self-development, had an interest about it and connected the information with the self-perfection and discussed it. Everyone of them knew what they need to achieve.

Another group of students (46%) estimated their level of readiness to self-development as a high one. They worked at self-improvement and made perspectives of their development. They had self-control and tried to analyze their progress and failures. The following data is inflated. Their level of readiness can be treated as inadequate one as it is not corresponded to the facts.

The data from the table fixed the prepotency of the low (indifferent) level of the majority of the students (59%). Another students (41%) had the middle (relative) level.

The sufficient (high) level and the supreme (superior) level were not fixed at all. In fact the whole group of students did not manifest the activity in self-development. The received data shows that the students are not ready to self-development.

In such situation the question about the students' aspiration to self-development, self-affirmation and self-actualization is extremely important, as the psychologists assert the readiness in theory but in practice the readiness is not relevant.

The received data actualizes the question about the relations of the student to the Physical education classes (the classes are constructed by the conventional program). The additional experiment was conducted to reveal the motivation of the students to develop themselves in P.E. classes. The data is presented in the table (table 4). 64% of the students manifest the respective relation towards the activity in the P.E. classes, they are orientated due to different situations and the ambience. The third (34%) of the students manifest the low (indifferent) level - they are indifferent and just present at the P.E. class. And only the smallest part of the students (2%) attends the class with pleasure, they connect their studies with the future.

Table 4. The relation of the students to the P.E. classes (283 students, composition in percent)

Time	Levels (composition in percent)			
	low (indifferent)	middle (relative)	sufficient (high)	supreme (superior)



Scores	34	64	2	-
--------	----	----	---	---

At this rate the received data confirms the scientists' opinion that the youthful age is not sensitive to the awakening of readiness to self-development. However the received data shows that the readiness of the students is weak. Their readiness is on the level of general idea.

The problem warrants further research which could provide the conformity between the scientific facts and reality and could supply students with purposeful pedagogical contents. This research could present the program and technology of self-development which enables not only to stimulate personal abilities for self-development, but also to give opportunities to master that technology.

Conclusion

Thus, the age-specific and psychological characteristic of youngsters are the important pre supposition for the further observation of the problem of self-development. It needs the working out of the purposeful academic program, pedagogical tooling, revelation of the mechanism of self-development and the designation of monitoring.

Disclosure statement

No potential conflict of interest was reported by the authors.

Notes on contributors

Valeriy Panachev, PhD, head of the department of physical education FGBOU VO "Perm national exploratory polytechnic university", Perm, Russia.

Leonid Zelenin, PhD, associate professor of the department of physical education in the FGBOU VO "Perm national exploratory polytechnic university", Perm, Russia.

Anatoliy Opletin, PhD, associate professor of the department of physical education in the FGBOU VO "Perm national exploratory polytechnic university", Perm, Russia.

Evgeniy Kudryshov, PhD, associate professor of the department of physical education in the FGBOU VO "Perm national exploratory polytechnic university", Perm, Russia.

Aleksandr Oborin, PhD, associate professor of the department of physical education in the FGBOU VO "Perm national exploratory polytechnic university", Perm, Russia.

Mihail Nohrin, PhD, associate professor of the department of physical education in the FGBOU VO "Perm national exploratory polytechnic university", Perm, Russia.

Svetlana Annenkova, coach and teacher of the department of physical education in the FGBOU VO "Perm national exploratory polytechnic university", Perm, Russia.

Roman Solonitsin, PhD, associate professor of the department of physical education in the FGBOU VO "Perm national exploratory polytechnic university", Perm, Russia.

Yulia Korepanova, coach and teacher of the department of physical education in the FGBOU VO "Perm national exploratory polytechnic university", Perm, Russia.

Marat Fazleev, coach and teacher of the department of physical education in the FGBOU VO "Perm national exploratory polytechnic university", Perm, Russia.

References

- Albuhanova-Slavskaya, K.A. (2011). *The strategy of life*. Moscow: Thought.
- Aleshina, M.V. (2014). Research activities as a form of multicultural education students. *Austrian Journal of Humanities and Social Sciences*, 8, 118-124.
- Belinsky, V.P. (2007). *Selected Works*. Moscow: Goslltldat.
- Berdus, M.G. & Chuvilin, V.V. (1999). *Physical Culture and Environment: Human Ecology and technology*. Kaluga: Oblizdat.
- Berne, E. (2012). *Games People Play: The Psychology of human relationships and the people who play the game: The Psychology of human destiny*. St. Petersburg: Lenizdat.
- Cynarski, W.J. & Litwiniuk, A. (2001). Istotne zagadnienia medycyny sztuk walki. *Ido-Ruch dla Kultury*, 2, 253-263.
- Dyachenko, M.I. & Kandybovich, L.A. (2006). *Psychological problems preparedness activities*. Minsk: Publishing House of the Belarusian State University.
- Hapacheva, S.M. (2014). Program on the development of communicative competence younger students in terms of game activity. *Austrian Journal of Humanities and Social Sciences*, 9, 134-137.
- Karelina, M.Y. (2014). Some aspects of humanitarization of the professional of students at a technical university. *Austrian Journal of Humanities and Social Sciences*, 9, 117-120
- Kaznacheev, V.P. & Preobrazhensky, V.S. (1988). *Human Ecology*. Moscow: Nauka.
- Korotaeva, L.A. (2007). *The organization of the system valeologic service in the school as a condition of the formation of a physically and mentally healthy person*: PhD Thesis. Kazan.
- Kubashicheva, L.N. (2014). Seniors' resistance to stress as one of development tools of mental health. *Austrian Journal of Humanities and Social Sciences*, 9, 171-173.
- Kulikov, V. (2011). Questions psychology of suggestion. *Uchen. app. IGPI P*, 3, 3-139.
- Levitan, K.M. (2009). *Educational deontology*. Ekaterinburg: Business book.
- Machula, A.F. (2010). Creating moving skills and perks for shooting among cadets. *Science notes*, 1(59), 34-37.
- Marchuk, M.V. (2014). Problems of social care for children and youth in Bukovina social, political and educational publications (the end of the 19th to the Thirties of the 20th century). *Austrian Journal of Humanities and Social Sciences*, 8, 141-146.
- Mihailova, S.V. (2014). Personal development of students physical training as a result of humanization of education. *Austrian Journal of Humanities and Social Sciences*, 9, 104-107.
- Myasishev, V.N. (2008). *Psychology of relations: huts. psychol*. Moscow: Voronezh.
- Naenko, N.I. (2006). *Psychological tension*. Moscow: Moscow State University Press.
- Obodyński, K. & Cynarski, W.J. (2003). Reflections about methodological and epistemological problems in sport sciences. *Studies in the Theory of Physical Education and Sport*, 9, 37-43.
- Pavlov, I.P. (2014). On the mind in general, about the Russian mind in particular. Moscow: AST.
- Petchenkin, A.A. (2004). *The concept of self-organization in a historical retrospective*. Moscow: Nauka.
- Selevko, G.K. (2008). *Modern Educational Technology: Manual. allowance*. Moscow: Education.
- Vygotsky, L.S. (2010). *The development of higher mental functions: From unpublished*. Moscow: Publishing House of the Academy of Pedagogical Sciences.
- Wentzel, K. (2013). *Psychological and pedagogical conditions of the celebration of the new religion*. Moscow: Education.