

Kryzhanivska Oksana, Fotuima Oleksandr. The impact of the experimental curriculum "history of athletics in Ivano-Frankivsk region" on development of value-motivational character of the students of physical training and sports institutions. *Journal of Education, Health and Sport*. 2015;5(4):11-16. ISSN 2391-8306. DOI: [10.5281/zenodo.16496](https://doi.org/10.5281/zenodo.16496)
<http://ojs.ukw.edu.pl/index.php/johs/article/view/2015%3B5%284%29%3A303-310>
<https://pbn.nauka.gov.pl/works/552272>
<http://dx.doi.org/10.5281/zenodo.16496>
Formerly *Journal of Health Sciences*. ISSN 1429-9623 / 2300-665X. Archives 2011 – 2014
<http://journal.rsw.edu.pl/index.php/JHS/issue/archive>

Deklaracja.
Specyfika i zawartość merytoryczna czasopisma nie ulega zmianie.
Zgodnie z informacją MNiSW z dnia 2 czerwca 2014 r., że w roku 2014 nie będzie przeprowadzana ocena czasopism naukowych; czasopismo o zmienionym tytule otrzymuje tyle samo punktów co na wykazie czasopism naukowych z dnia 31 grudnia 2014 r.
The journal has had 5 points in Ministry of Science and Higher Education of Poland parametric evaluation. Part B item 1089. (31.12.2014).
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The authors declare that there is no conflict of interests regarding the publication of this paper.
Received: 20.01.2014. Revised 27.02.2015. Accepted: 15.03.2015.

THE IMPACT OF THE EXPERIMENTAL CURRICULUM "HISTORY OF ATHLETICS IN IVANO-FRANKIVSK REGION" ON DEVELOPMENT OF VALUE-MOTIVATIONAL CHARACTER OF THE STUDENTS OF PHYSICAL TRAINING AND SPORTS INSTITUTIONS

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Abstract

The issue of the formation of value-motivational character of students of physical training and sports faculty by means of historical athletics heritage was actualized. The main periods of athletics development in Ivano-Frankivsk region were differentiated and presented.

An integral indicator of development of students' value-motivational character before and after the experimental curriculum implementation "History of athletics in Ivano-Frankivsk region" was studied. An integral professional developing component of the future specialists training curriculum in physical training and sports was determined. The positive development effect of experimental curriculum for the value-motivational character of students at institutions of physical training and sports was identified.

Key words: values, motives, experimental curriculum, the history of athletics.

INTRODUCTION

The effectiveness of the objectives of education reform aimed at formation of the nationally deliberate and educated citizens of Ukraine, to a large extent depends on the value and motivational training of students at institutions of physical training and sports. The

importance of ensuring of the effectiveness of such training is being proved by the state documents "National Doctrine of Education" and "The Concept of National Education".

The professional education as a way to create a cultural environment within the educational process of pedagogical high school institutions opens to a student the professional world with all the versatility of complex interdisciplinary connections, the interplay of society and the individual; satisfies the need for self-knowledge and self-fulfillment, supports the formation of personal qualities and value orientation etc.

A special role in the development of values and motives in organization of the professional training of students belongs to the history of physical training and sports in Ukraine in general and in the specific region in particular.

The future teacher's training in local history and regional studies predetermines the formation of the teacher's personality and provides a range of valued professional orientations. This necessitates the inclusion of students from the first days of studies into the relationship system that is constantly being improved and expanded, and not only reveals the specifics of pedagogical work, but also deepens the historical, pedagogical and regional knowledge, abilities and skills.

The issue of the history of sports and physical training, as well as physical popular culture is highlighted in the works of A. Vatseba [1, 2] S. Zabornyak, P. Krul, B. Mytskan [3] E. Prystupa [4, 5] M. Stelmahovych [6] A. Tsos' [7] and R. Muszkieta [8]. An open issue remains concerning the usage of the historical material in the development of value-motivational character of students of the physical training and sports institutions.

The quality of student's education requires careful and effective work from high school teachers in regards to the formation of their knowledge about the history of sports in the region. Therefore, we have implemented a pilot curriculum program "History of athletics in Ivano-Frankivsk" within the educational process of the Vasyl Stefanyk Precarpathian National University with the aim of the development of value-motivational character of students. The mentioned curriculum is not only one of the stages of theoretical education of students, but also the creation of moral and psychological atmosphere in the student team, it provides an informal communication between students interested in historical and pedagogical activities in local history.

The basic idea of the development and implementation of the curriculum is how to integrate both the knowledge on local history and the methodological knowledge of students necessary for the effective implementation of the principle of regional studies in physical culture teaching practice.

The goal is to study the indicators of value-motivational character of students of the Vasyl Stefanyk Precarpathian National University up in education of the pilot curriculum program "History of athletics in Ivano-Frankivsk".

In order to reach the goal there were used a set of complementary **research methods**: historical and sociological methods, analysis of scientific and methodological literature, synthesis, comparison and synthesis of findings, observation, interviews, pedagogical experiment, survey study, and methods of mathematical statistics.

ORGANIZATION OF STUDY

According to the goal, an experimental group comprising of 28 persons was formed. The formation of this group was necessary for comparative evaluation of results at the formative stage of pedagogical experiment. The forming experiment took place within the

scientific group in the mode of the normal working day of the Faculty of Physical Training and Sports of Vasyl Stefanyk Precarpathian National University.

Given the nature of specialist's education in physical training and sports and specifics of development of national consciousness, national culture and national pride, professional knowledge, abilities and skills, the classes were held in sub-groups of 14 people.

RESULTS OF THE STUDY AND DISCUSSION

The scientific and theoretical principles of the study of development of motivational and value character of students of physical training and sports institution by means of historical athletics heritage are: the system of methodological principles and methods of cognition, scientific approaches, historical and didactic facts, division into periods and scientific forecasting of athletics development.

Providing a profound awareness of students with the treasures of sporting glory of Ivano-Frankivsk region, folk wisdom, bringing them to the rational use of knowledge, preparation for regional studies at school, preservation and transmission of social experience to the future generations, the stabilization of family and social relations, regulation and control over the behavior of children of all ages – all these were at the core in the set of tasks concerning the development and implementation of the pilot curriculum. The consistent and purposeful use of curriculum instruments within the educational process based on the principals of nationality, cultural and natural conformity, regionality and emotionality aim at revival and development of the spiritual and moral culture of citizen of Ukraine.

The content integrity of the process of pilot curriculum implementation was provided by the unity of the forms used within the scientific group classes, namely by: lectures, workshops and seminars (duration of 90 minutes) on the history of athletics development in Ivano-Frankivsk region, thematic round table discussions on the development of value-motivational character of the future professionals in physical training and sports sector, historical quests throughout city of Ivano-Frankivsk, teaching seminars organized jointly with the Institute of Postgraduate Studies and Regional Youth and Children Sports School of Ivano-Frankivsk city, thematic exhibitions of historical materials concerning the origin and development of physical culture and sports in Ivano-Frankivsk, meetings with famous athletes, coaches, journalists, community leaders of Ivano-Frankivsk city and others.

The curriculum was implemented for 102 hours. The scientific group met mostly once a week. Popular sports and recreational events in athletics (sports events, parties, and competitions) were implemented following a separate plan, but at least once a month.

The curriculum was implemented in four stages:

Stage I – organizational and preparatory (10 hours)

a) preparation for the curriculum implementation;

б) diagnostics of baseline values and professional motivational indicators of future specialists in physical training and sports;

в) distribution of responsibilities among team members.

Stage II – personal cognitive (22 hours)

Stage III – value and motivational (64 hours)

Stage IV – summarizing (6 hours).

By summarizing the historical study of athletics in Ivano-Frankivsk region, we differentiate periods of athletics development:

▪ Period I (1897 – 1918) is characterized by the spontaneous development of athletics as a sport in Stanislaviv and villages of Voivodeship. The places for athletics training are

being fitted in Stanislaviv-playgrounds of the former city "Cashier of prudence" (presently the stadium "Rukh") and so-called playground - "Na Vertepakh" (presently the stadium "Nauka" named after I. Mykhailyuk). The regional competitions were held as part of the activity of gymnastics patriotic organizations.

- Period II (1919 – 1945) is characterized by the national and patriotic education within the athletics groups at clubs. The organizational structure for the training, educational and competition processes for athletes training has been establishing. Even at these early periods, the Stanislav athletes were known far beyond the region. They were M. Bozhemskyy, T. Drenhevych, V. Sokolovskyy and Iryna Barnych-Dubas.

- Period III (1946 – 1956) is characterized by the establishment of sports schools and societies, where among the other sports the athletics gets the maximum popularity. The number of children involved in athletics is increasing not only in Stanislaviv, but also in other cities in the region (Kolomyya, Kalush, Gorodenka, Dolyna), the competitions are being held of local, regional and national levels.

- Period VI (1957 – the first half of 1970) is characterized by achieving the considerable success by Ivano-Frankivsk athletes. Most athletic feats of Ivano-Frankivsk region were set in this historic period. The foundations were laid for the athletics schools of throwing - I. Shriy, running on medium and long distances - E. Yeruzelya, and sprint - J. Yaremchuk. Much attention is being drawn to the following famous athletes as Y. Lituyev, W. Mykyda, E. Arzhanov, M. Striltsiv, V. Kosarev, A. Sorokin, M. Shyptur, M. Ilkiv, B. Kurylo, A. Gemba, T. Radionova, B. Kobzei (Antonets), I. Maksymenko, M. Debenko and others.

The interview survey was held upon the implementation of the curriculum. We used the author's questionnaire for studying of the values and motives of students. Separately, the cognitive component of their training was evolved.

The results of the experimental group activity provided the credible changes of value-motivational components (Table 1).

The indexes of professional values of students' learning has increased. The motivation has been improved in the light of the development of accomplishments as a highly qualified specialist in the field. Students, who have been participating in the experimental group, were the national conscious and deliberate. The morale and professional ethics were at high level.

Table 1

Integral indicator of value-motivational character development of students before and after experimental curriculum implementation (scores)

Researched components	Before experiment	After experiment
Value	21±1,2	31±0,6
Motivational	19±0,9	30±0,8
Cognitive	22±1	31±0,6

In fact, after the curriculum implementation the transformation of the value-motivational character of students can be observed. In the first place, the rating assessment comes out with the need for self-expression. It appears through a desire to develop, to seek new and unknown, to keep learning with a full dedication and strengths (Table 2).

Table 2

Hierarchy of students needs before and after the experimental curriculum implementation

№	Needs	Before experiment		After experiment	
		Total scores	Rating	Total scores	Total scores
1	Material needs	165	2	81	5
2	Safety needs	192	1	103	4
3	Social needs	123	4	112	3
4	Esteem (need in recognition)	162	3	169	2
5	Self-expression	84	5	194	1

The second highest ranking of students is a need in recognition (to have an esteem). They are characterized by the desire to gain recognition and respect, to raise the level of skills and professional competence and to secure the influential position.

The social needs are the third in the ranking. They are defined through the statement: "to have warm relations with people", "to communicate with the good companions" and "to be understood by others".

Initially the high safety needs and material needs rank the fourth and fifth in the students rating respectively after the implementation of the pilot curriculum.

CONCLUSION

Taking into account the results of forming experiment, in the course of the study the integral professionally developing component of the future specialists training curriculum in physical training and sports was identified. The value-motivational group of students evolves qualitatively under the influence of means and methods of experimental curriculum "History of athletics in Ivano-Frankivsk region."

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