

MODERN INFORMATION TOOLS: THEIR PLACE IN STUDENTS' EXTRA-CURRICULUM AND INVOLVEMENT OF THEM IN MOTOR ACTIVITY OF HEALTH RELATED ORIENTATION

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Abstract. *Purpose:* to determine place and role of modern information tools in formation of motivation for health related motor functioning. *Material:* in the research 150 boys and 150 girls participated. All they were questioned. *Results:* we have determined that in hierarchy of students' functioning in extra-curriculum time its general kinds prevail. Special kinds of health related motor functioning take unfairly low position. Among general kinds of functioning Internet dominates. We found that health related motor functioning takes low position in general hierarchy: only 2 % of girls and 5.3 % of boys use it in form of training of favorite kind of sports; accordingly 8% and 6 % - in the form of walks in the open air. *Conclusions:* it is necessary to uses students' preferences of Internet for their involvement in health related motor functioning.

Key words: students, extra-curriculum time, motivation, carrier of information, Internet, health related functioning.

Introduction

Health related motor functioning of students is realized in curriculum and extra-curriculum forms [8; 9]. Extra-curriculum forms are realized in extra-curriculum time. It can be regarded as opportunity for student's free choice of kind of leisure [1; 4]; of entertainment; individual progressing; health related motor functioning; for solution of different tasks [1]. Extra-curriculum time is an important and determining element in aspect of health related motor functioning's systemic realization by students [3; 12, 13-18].

In this connection information about students' functioning in extra-curriculum time is rather important and necessary: first of all for optimization of this functioning; for students' involvement in health related motor functioning [2, 5, 11-12, 19, 20]. Students' extra-curriculum functioning can be divided into general and special kinds. Special kinds can be characterized by health related orientation. Alongside with it some problems of organization of students motor functioning have still been remaining unsolved. In context of recent orders of Ministry of education and Decrees of Cabinet of Ministers students' extra-curriculum functioning has been becoming rather topical (<http://mon.gov.ua/usinovivni/novini/2015/09/18/mizhvidomcha-robocha-grupa-fizvixovannya/>).

Purpose, tasks of the work, material and methods

The purpose of the research is to determine place and role of modern information tools in formation of motivation for health related motor functioning.

The tasks of the research: determination of directions of students extra-curriculum functioning; determination of different information carriers' priority for students in mastering of academic disciplines; find out students' preferences concerning information carriers' usage for formation of health related knowledge; to study distribution of out-of-class time into different kinds of functioning by students.

The following *methods of research* were used: general (generalization of literature sources information), oral and written questioning, mathematical - statistic methods. The base of the research: Kamyanets-Podilsky Ivan Ohienko National University, Priкарпатський Василь Стефаник national university and Ternopol Vladimir Gnatiuk national pedagogic university. In the research 150 boys and 150 girls participated. All students studied at different faculties, except faculty of physical education.

Results of he research

Questioning results showed that in extra curriculum time HEE girls try to achieve general aims: 44.7% - work in Internet; 21.3% - passive rest; 8% of boys and 8% of girls – communication with friends and watching TV; 7% - computer games (see table 1). With it orientation of students' activity in Internet (from total 44.7%) is as follows: 28.7% - communicative; 16% - entertaining; 1.3% - learning.

As for special kinds of functioning, they are represented by practicing of favorite kind of sports - 2%; walks in the open air - 8% of students.

Table 1

Directions of students' functioning in extra-curriculum time

Description of functioning	Quantity of respondents, %	
	Girls (n=150)	Boys (n=150)
<i>General kinds</i>		
Watching TV	8.0	6.7
Communication with friends	8.0	10.0
Work in Internet:		
- cognitive	–	0.7
- entertaining	16.0	12.7
- learning	1.3	1.3
- communicative	28.7	26.0
Reading fictions, newspapers, magazines	–	–
Computer games	6.7	12.6
Passive rest	21.3	18.7
<i>Special kinds, connected with health related motor functioning</i>		
Practicing of favorite kind of sports	2.0	5.3
Walks in the open air	8.0	6.0

Analyzing boys' data we registered analogous results but with certain specific features. In particular, boys prefer to spend free time in Internet with the following aims: communicative - 26%; entertaining – 12.7%; learning – 1.3%; cognitive – 0.7% (see table 1). Passive rest dominates in structure of general kinds of activity in 18.7% of boys: communication with friends - 10%; watching TV - 6.7%. At the same time no one respondent (among boys and girls) preferred reading fiction, newspapers and magazines to other kinds of functioning. It witnesses about low status of such information carrier among.

In respect to health related motor functioning we found the following: only 6% of boys practice walks in the open air and 5.3% - practice sports. Detail analysis of the mentioned above data from position of time for realization of different kinds of functioning showed the following: 58% of girls spend more than 3 hours for communication in Internet; 50.7% - for entertainment; 5.3% - for satisfaction of cognitive demands; 4.7% - for learning. Ежедневной работе в Интернет от 1 до 3 часов отводят 25,3% девушек (соответственно 30%, 12,7% и 7,3%); до 1 часа - 14% (accordingly 11.3%, 18.7% and 9.3%) (see table 2). At the same time for reading of books and periodic only 5.3% of girls spend more than 3 hours every day; 8% -0 from one to three hours and 12% - up to one hour. For preparation of home tasks they spend accordingly 12.7%, 20.7% and 65.3%.

Table 2

Distribution of extra-curriculum time by students in to different kinds of functioning

Description of functioning	Sex	Up to 1 hour		Up to 3 hours		More than 3 hours		Do not spend time at all	
		A	%	A	%	A	%	A	%
Watching TV	G	49	32.7	63	42.0	22	14.7	16	10.7
	B	53	35.3	57	38.0	19	12.7	21	14.0
Reading fictions, newspapers, magazines	G	18	12.0	12	8.0	8	5.3	112	74.7
	B	11	7.3	6	4.0	4	2.7	129	86.0
Work in Internet for cognitive purposes	G	14	9.3	11	7.3	8	5.3	117	78.0
	B	17	11.3	7	4.7	4	2.7	122	81.3
Work in Internet for entertainment	G	17	11.3	45	30.0	76	50.7	12	8.0
	B	24	16.0	39	26.0	72	48.0	15	10.0
Work in Internet for communicative purposes	G	21	14.0	38	25.3	87	58.0	4	2.7
	B	25	16.7	34	22.7	82	54.7	9	6.0
Work in Internet for learning purposes	G	28	18.7	19	12.7	7	4.7	96	64.0
	B	21	14.0	26	17.3	10	6.7	93	62.0
Walks in the open air	G	42	28.0	14	9.3	7	4.7	87	58.0
	B	40	26.7	17	11.3	9	6.0	84	56.0
Verbal communication (communication with friends and relatives)	G	53	35.3	63	42.0	34	22.7	-	-
	B	57	38.0	59	39.3	34	22.7	-	-
Computer games	G	48	32.0	29	19.3	11	7.3	62	41.3
	B	55	36.7	22	14.7	35	23.3	38	25.3
Preparation of academic disciplines	G	98	65.3	31	20.7	19	12.7	2	1.3
	B	92	61.3	34	22.7	12	8.0	12	8.0
Другой вариант (занятия спортом)	G	-	-	7	4.7	4	2.7	-	-
	B	-	-	11	7.3	6	4.0	-	-

Notes: G – girls; B – boys; A – in absolute values.

Analysis of girls' special functioning showed the following: walks in the open air take more than 3 hours 4.7% of girls; within 1-3 hours – 9.3%; up to 1 hour - 28%. Practicing of sports in first two variants was preferred accordingly by 2.7% and 4.7% of girls.

The boys were characterized as follows: everyday work in Internet for more than 3 hours with the following purposes: communication – 54.7%; entertainment - 48%; learning – 6.7%; cognitive purposes – 2.7%. From 1 to 3 hours they spend accordingly: 22.7%, 26%, 17.3% and 4.7%; up to 1 hour – 16.7%, 16%, 14% and 11.3% of students. At the same time, reading books and periodic took more than 3 hours only 2.7% of boys; from 1 to 3 hours - 4%; up to 1 hour – 7.3%. Preparation of academic disciplines took accordingly соответственно 8%, 22.7% and 61.3%.

Health related motor functioning in the form of walk in the open air took more than 3 hours of extra curriculum time only 6% of students; from 1 to 3 hours – 11.3%, up to 1 hour – 26.7%. Physical exercises (in first two variants) took accordingly 4 % and 7.3% of students (see table 3).

In hierarchy of first year students' extra curriculum functioning, its general kinds prevail. Special kinds of health related motor functioning take unfairly low position. Among general kinds work in Internet (application of modern information tools) dominates.

Separately we studied the place of modern information tools in complex of information carriers. It was conditioned by demand in revelation of orientation of knowledge formation as well as skills and intensification of students' cognitive activity in educational process.

Table 3

Significance of different information carriers for students in their mastering academic disciplines

Information carrier (by questioning data)	Quantity of respondents with noted degree of information carriers' application, %									
	Very often		often		Sometimes		Seldom		Never	
	G	B	G	B	G	B	G	B	G	B
Manuals, recommendations	25.3	22.7	37.3	34.7	20.0	26.7	17.3	16.0	–	–
Search systems of Internet	70.0	65.3	21.3	24.7	8.7	10.0	–	–	–	–
Lecture notes	34.7	31.3	56.0	48.0	9.3	20.7	–	–	–	–
Electronic manuals	34.7	32.7	44.0	36.0	18.0	19.3	14.7	12.0	–	–
Internet learning sites	9.3	8.0	26.0	27.3	34.7	34.0	22.7	21.3	7.3	9.3
Teacher's consultations	8.7	7.3	9.3	11.3	26.0	25.3	39.3	34.0	16.7	22.0

Notes: G – girls; B – boys.

When studying academic disciplines, in general 79.3% of girls and 73.3% of boys prefer information from Internet. Accordingly 23.3% and 32.7% - prefer electronic information carriers, available at HEE; 25.3 % and 22.7% - printed information carriers (manuals, recommendations); 34.7% and 31.3% - lecture notes; 8.7% and 7.3% - teachers' consultations (see table 3). Learning material on health related motor functioning most of students (girls - 60% and boys - 65.3%) want to receive with electronic means. Accordingly 19.3% and 14% - prefer printed information carriers; 12.7% and 11.3% - at seminars; 8% and 9.3% - at lectures (see table 4).

Table 4

Students' preferences in usage of information carriers for formation of health related motor functioning knowledge

Information carrier	Sex	Quantity	
		In absolute values	%
Printed	G	29	19.3
	B	21	14.0
Electronic	G	90	60.0
	B	98	65.3
Lectures	G	12	8.0
	B	14	9.3
Seminars	G	19	12.7
	B	17	11.3

The received data witness that in information carriers' hierarchy of first year students modern information tools dominate over traditional. It is conditioned by simplicity of search, processing and storage of different academic information, as well as by opportunity to improve the quality of independent learning functioning, create favorable conditions for communication, conditions for progressing of creative abilities, intensification and individualization of learning process. As a result cognitive functioning activates and increase of students' motivation for it rises.

Discussion

Thus, modern information tools are one of the main carriers of academic material, effective mean of students' cognitive functioning activation. Their application in different purposes is of priority in extra-curriculum time as well. It permits to use them for attracting of students to health related motor functioning. For this purpose it is recommended to conduct purposeful training of motivation for realization of such functioning in different forms, in extra-curriculum time.

Thus, physical education is of great importance in students' systemic realization of health related motor functioning. It is assumed to perfect this process in several directions. The found earlier [11-13] extremely low motivation of most of first year students for motor functioning is conditioned by insufficient formation of its procedural and efficient components. In our case they are determining for practicing of health related functioning [3, 6; 10]. These components of motivation are formed in process of physical and intellectual activity [7]. So, perfection of physical education process shall have complex character and include practical and theoretical components.

Conclusions:

Actual motivation of most of first year students for health related motor functioning in extra-curriculum time is extremely low. Its manifestation takes place only at compulsory physical culture classes. In context of recent requirements of Ministry of education (September 2015) physical education departments shall re-orient their work to extra-curriculum functioning. Most of first year students use Internet in extra-curriculum time. We have found out that in general values' hierarchy health related motor functioning takes low position: only 2% of girls and 5.3% of boys practice favorite kinds of sports. Accordingly, 8 and 6% - prefer walks in the open air. At the same time Internet is the leading tool for them in formation of knowledge, activation of cognitive processes. All these witness about demand in application of Internet for students' involving in health related motor functioning.

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It is purposeful to direct further researches for perfection of approaches, methods of usage of modern information tools for formation of students' individual motor functioning programs, knowledge on reasonable distribution of free time, increase of students' motivation for health related motor functioning.

Conflict of interests

The author declares that there is no conflict of interests.

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