

## SELF-APPRAISAL ADEQUACY OF STUDENTS' PHYSICAL ABILITIES OF PEDAGOGICAL SPECIALTIES INVOLVED IN VARIOUS FORMS OF EDUCATION

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**Annotation.** *Purpose:* considered self-appraisal adequacy of students' physical abilities of students of pedagogical specialties involved in various forms of education. *Material:* the study was conducted with students of II and IV courses of the Faculty of Primary Education stationary and correspondence courses (total 120 people.). Used a technique of self-appraisal of physical development, technique of rapid assessment of physical health, motor tests. *Results:* set the direction for the development of the values of physical culture and self-improvement of physical abilities that depend on the adequacy of the self-assessment of their physical development and physical fitness. The comparison of subjective and objective indicators for assessing physical health and physical fitness of students. Highlighted significant differences in the direction of re-evaluation of their physical abilities in students of correspondence courses. *Conclusions:* It is recommended to use the self-appraisal methodology of physical development to determine the degree of objectivity of self-confidence, which determines the motivation for self-improvement.

**Keywords:** student, pedagogical, specialties, self-appraisal, physical, abilities.

### Introduction

As practice of work at school shows not only physical culture teachers fail to ensure schoolchildren's orientation on health improvement, active life style; that is why it is necessary to consolidate efforts of all teachers and for this purpose it is required to form their orientation on value potential of physical culture in period of their studying at HEEs. It shall result in such level of physical culture, which would be characterized by activity on physical, spiritual and mental self-perfection [6, 7, 9]. Solution of these tasks lies in the structure of discipline "physical culture" in HEE and the purpose of this discipline is to facilitate rising of level of not special physical education. Main property of such education is involvement in physical culture – sport functioning both independently and, when students train not independently but in groups, in which collective is the subject of activity [4]. Achievement of educational level in field of physical culture is characterized both by knowledge, theoretical and practical-methodic fitness and its influence on formed of motivational sphere, motion functioning and level of physical development and physical fitness [1, 8].

Such complex task can be solved only in case of organization of effective physical education's system with increasing of role of professional-applied physical fitness [2, 3]. Students of pedagogic HEEs to larger extent require such not special physical education, because after their graduation they shall deliver to their pupils not only knowledge but own vision of healthy life style [11, 12].

Orientation on mastering of physical culture values and self-perfection depends on how reasonably students evaluate condition of own health and physical fitness.

In compliance with researches [8, 10, 14, 18-20], if they evaluate highly indicators of own physical condition and are satisfied with level of own development, it is unlikely that they could have strong motivation for practicing of physical culture. That is why it is important to know to what extent subjective evaluation corresponds to actual indicators, which can be determined by appropriate methods of research.

With non-compliance of students' subjective evaluation of own health and physical fitness with actual condition there appears the task to show to future teachers what undesirable consequences can appear if they would be unprepared for professional activity in school [5, 13, 15-17].

Especially important is adequate self-estimation of own physical condition and physical fitness by extramural students because they have no compulsory physical culture classes and the task of self-perfection and achievement of proper physical fitness can be solved only independently. It conditions urgency of our researches.

### Purpose, tasks of the work, material and methods

*The purpose of the research* is to study adequacy of physical skills' self estimation by girl student of primary education's faculty, who study at different forms of education, as a stimulus for motivation to self perfection.

*The methods and organization of the research:* the researches were carried out with 1<sup>st</sup> and 4<sup>th</sup> year girl students of primary education's faculty (full time and extramural students, 120 persons in total).

We used methodic of physical condition's self-estimation [10], methodic of express-evaluation of physical health by G.A. Apanasenko, motion tests for coordination (shuttle run 4x9 meters); tests for strength (hand dynamometry), for flexibility (bending from standing position), methods of mathematical analysis.

### Results of the researches and their discussion

Methodic of self-estimation of physical health envisages putting of marks (in points from 1 to 6) by code questions, which characterize: health, coordination, physical activity, body slimness, sport bents, physical "Self", appearance, general self-estimation. Every scale includes certain questions. Scales "health" and "self-estimation" consist of 8 questions, i.e. maximal quantity of points is 48 that are taken as 100%. Other scales consist of 6 questions each, i.e. 36 points are taken as 100%. Comparing percentage by scales, it is possible to determine the degree of expressiveness of one or another girl-students' quality.

Adequacy of self-estimation of physical health, physical fitness to actual condition can serve as a stimulus for motivation to self-perfection. Basing on results of objective indicators' measurements (somatic, physical) we made conclusion about level of full time and extramural girl students' physical condition. We registered low level of 4 year's extramural girl students' physical fitness. So there appears a question, if these girl students understand that they are not physically prepared for future professional activity? To answer this question we compared results of some tests and self-estimation of girl students (see table 1).

Health was evaluated by methodic of G.A. Apanasenko in points and compared with self estimation by scale "health" in percents. Percentage was distributed by levels: 50-60% - low level; 61-70% - below middle; 71-80% - middle; 81-90% - above middle; 91 and higher – high level. In columns we rendered quantitative results in appropriate units and qualitative – according to certain level. Basing on comparative analysis of testing results and self-estimation we can affirm that all girl students overestimated their health, referring it to "middle" level.

Great difference was noticed in self-estimation of extramural girl students. Their actual result in points, based on measurements of morphological functional indicators, was 3, 5-3, 6 points that can be referred to "low" level of physical health, i.e. their overestimation equals to two levels. Full time girl students also overestimated their physical health by one level, because their points were in zone "below middle".

For determination of body slimness by objective indicators we used body mass index ( $\text{kgm}^{-2}$ ). Result of 22  $\text{kgm}^{-2}$  was regarded as normal. Full time girl students were in this gradation, while extramural girl students had indicators above normal. 4<sup>th</sup> year extramural students overestimated their slimness, having actual IBM 23.1  $\text{kgm}^{-2}$ .

Coordination of movements was evaluated by test 4x9 meters' run. 2<sup>nd</sup> year full time students reduced their self estimation to level below middle, while their result (11. 5 sec.) can be regarded as "middle" level. 4th year full time girl students estimated themselves adequately ("middle level"). Extramural girl students overestimated their coordination: 2<sup>nd</sup> year girl students overestimated themselves by one level (with their actual level "below middle") and 4<sup>th</sup> year girl students had overestimation by two levels (with actual level "low").

Inadequacy of estimation of strength was registered in all girl students. We compared results of "hand dynamometry" test (kg) with levels of self estimation. 2<sup>nd</sup> year full time students estimated their strength in the worst way ("below middle") that to larger extent corresponded to actual "low" level. 4th year full time girl students estimated their level as "middle" with actual results "below middle".

Overestimation of extra-mural girl students was by two levels. Actually their results were on low level, while their self-estimation was "middle level".

Flexibility was estimated in test "bent from sitting position, cm". In the whole girl students underestimated themselves, having determined their level in the frames from "low" to "middle". Underestimation of 2<sup>nd</sup> year girl students was two levels and 4<sup>th</sup> year girl students – one level.

Table 1

*Comparative characteristic of actual state and self-estimation of girl-students' physical fitness*

Indicator	Type of evaluation	Form of studying							
		Full time				Extramural			
		II year (n=30)		IV year (n=30)		II year (n=30)		IV year (n=30)	
		Quantitative	Qualitative	Quantitative	Qualitative	Quantitative	Qualitative	Quantitative	Qualitative
Health, points	Test, points	4. 5	Below middle	6. 3	Below middle	3. 5	Low	3. 6	Low
	Self-evaluation, %	71. 7	Middle	76. 6	Middle	73. 5	Middle	72. 4	Middle
Body slimness and index of body mass IBM	Test, $\text{kg.m}^2$	21. 9	Normal	22. 1	Normal	22. 6	Above normal	23. 1	Above normal
	Self-evaluation, %	86. 1	Above middle	79. 3	Middle	76. 5	Middle	83. 1	Above middle
Coordination	Test, sec.	11. 5	Middle	11. 3	Middle	11. 8	Below middle	12. 0	Low
	Self	62. 4	Below	73. 1	Middle	71. 0	Middle	73. 2	Middle

	evaluation, %		middle						
Strength	Test, kg	17.6	Low	21.6	Below middle	17.9	Low	17.8	Low
	Self evaluation, %	62.9	Below middle	76.9	Middle	71.1	Middle	72.8	Middle
Flexibility	Test, cm.	13.9	Middle	18.2	Above middle	17.8	Above middle	16.0	Middle
	Self evaluation, %	53.7	Low	75/0	Middle	65.6	Below middle	68.6	Below middle
Endurance	Test, min.	2.3	Below middle	2/0	Below middle	2.0	Below middle	2.8	Below middle
	Self evaluation, %	49.4	Low	68/5	Below middle	64.3	Below middle	60.4	Below middle
Total mark of physical fitness PF	0	1	17%	3	50%	2	33%	1	17%
	+	3	50%	2	33%	3	50%	4	66%
	-	2	33%	1	17%	1	17%	1	17%

2<sup>nd</sup> year extramural girl students underestimated themselves by 2 levels and 4<sup>th</sup> year – by one.

The most adequate self-estimation was made by girl students about their endurance. We compared it with results of restoration after test “20 squatting during 30 sec.” Their time of restoration was within 2-2.8 minutes that corresponds to functional level “below middle”. After analyzing of 6 indicators, determining, to some extent, functional indicators of physical health and physical fitness of girl students, we marked out three groups: objective evaluation and self estimation coincide (0); overestimation of own characteristics (+); underestimation of own abilities (-). Thus, we found that 50% of 2<sup>nd</sup> year full time girl students overestimated their abilities by one level, 3% and 17% (one indicator) correspond to objective evaluation.

In 4<sup>th</sup> year of full time form of studying coincidence of two kinds of qualitative mark coincides up to 50%. Overestimation concerns two indicators: strength and health, underestimation – flexibility.

Among 2<sup>nd</sup> year extramural girl students 33% of marks coincide with objective and 50% - overestimate their abilities by two levels. The most inadequate self estimation was registered in 4<sup>th</sup> year girl students. 60% of them overestimate their abilities and in 50% - by two levels.

Such inadequacy of self estimation of own physical abilities by extramural girl students is, likely, connected with absence of actual testing of their physical condition, owing to absence of physical culture classes: both practical and consultations. There is no program of physical education for extramural girl students, which could orient them on self-training and independent trainings with further control tests, corresponding to professional-applied physical requirements. All these negatively influence on motivation of extramural students for improvement of their professional-applied physical fitness.

### Conclusions:

The conducted researches of methodic of physical condition's self estimation and on methodic of physical health and physical fitness indicators' measurements permit to determine objectiveness of self estimation, which influence on motivation for self-perfection.

It was cleared up that absence of compulsory practical physical culture trainings of extramural girl students with mandatory control of physical fitness during academic year negatively influences on objective sensation of own physical condition that does not facilitate motivation for improvement of professional-applied physical fitness.

The prospects of further researches imply working out of organizational-methodic conditions, which would facilitate increasing of adequacy of physical abilities' self estimation by extramural girl students in system of independent trainings.

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