
Conditionally University Student Readiness of the Person to Self-Development by Means of Physical Education

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Abstract:

The article discusses conditionality desire of students to self-development and the formation of competence readiness in this area of knowledge in classes of P.E. Designed levels determination of formation of readiness for self-development of students of the university.

The system contributes to self-realization of the personality of students, formation of physical culture and sports competences and the competence of self-development. The fact is that the current situation in the development of the society and the analysis of the world's sociocultural and educational trends indicate that in recent years, various aspects of the individual's behavior towards his health have become the object of intense public attention and the subject of interdisciplinary research in many highly developed countries under the slogan: "Health is not everything, but everything without health is nothing".

Hence the tasks of the student's personality self-development during the intensive preparation for professional activity at the university are aimed at maintaining their own health and improving their physical fitness, considering formation of professional motor skills for effective mastering the future profession and career growth after graduation.

Keywords: *Personality, Self-Development, Readiness, Educational System, Personality, Creative Self-Realization, Physical Education, Non-Traditional Methods of Physical Training Levels.*

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1. Introduction

Transformational mechanisms of Russia's integration into the unified educational space of Europe (the Bologna process) placed the needs of the population in high-quality goods and services at the center of attention of modern society. Socio-economic changes of the last decade in the world and in the Russian Federation have led to a rethinking of the role and functions of physical training of students, contributing to the students' formation of the human potential. Functions of physical education under new conditions go beyond the traditional framework for formation of physical qualities and training motor activities, becoming a social factor in reproducing labor resources, which is of one of the productive forces elements. To become a subject of one's own life is to realize its meaning, to be capable of self-determination, self-development and self-improvement.

The formed modern pedagogic self-development system by means of physical training allows students to achieve a high level of awareness of the growth mechanism in self-development and the way to manage this mechanism; learn the basics of dialectical philosophy of self-development and to apply them in practice; to study the Russian system of self-defense, to master unique methods of self-defense, both its technical and psychological aspects; to gain experience of working out an individual self-development technology not only in the classroom, training, competitions, parties and fests, but also in daily life; to get experience of judging sports competitions on the city, regional, Russian levels.

2. Methodology

Basing on the model we developed a pilot program on physical training and its implementation technology. Objectives of the pilot program are to enhance the educational training functions and restructure organizational forms of physical education in class as well as in extracurricular activities. To solve these problems experimental work was organized. A group of 45 first-year students were engaged in the traditional learning program. A control group of 46 students were engaged in the pilot program. The experiment was conducted during one academic year. At the end the control tests were made.

3. Literature Review

Analysis of the world socio-cultural and educational trends shows that in recent years the subject of intense public attention and of interdisciplinary research in many highly developed countries is different aspects of a person's behavior with regard to his health. Various systems of teaching healthy lifestyle (philosophical, educational, medical, radical-political, sports-oriented, etc.) are tested as a factor of the individual's competitiveness in the labor market and conditions for creative self-realization and self-development (Albuhanova-Slavskaya, 2011; Balsevich, 2006; Belinsky, 2007; Berne, 2012; Dyachenko and Kandybovich, 2006; Ivanov, 1990;

Korotaeva, 2007; Kulikov, 2011; Levitan, 2009; Lubysheva, 2006; Makeyeva *et al.*, 2004; Makhov, 2008; Manzheley, 2007; Marchenko, 2011; Myasishev and Bodaleva, 2008; Naenko, 2006; Novoselova *et al.*, 2003; Novoselova, 2007; Opletin, 2008; 2009; Panachev, 2009; Selevko, 2008; Vavilov and Petchenkin, 2004; Vygotsky, 2010; Wentzel, 2013; Zagvyazinsky, 2000.

The general opinion of physical education specialists is the need to restructure physical education of students on the basis of humanistic pedagogy principles, ethics and psychology aimed at self-development of the individuals involved. Analysis of the system of physical education of students allows us to state a number of its main contradictions, which are characterized by:

- presence of innovative programs of physical education and insufficient development of adequate technologies to ensure their implementation;
- lack of readiness of the teaching staff to raise the level of physical education for students;
- importance of the student's subjective position in the physical education and educational process and the low level of using personally developing pedagogical technologies that ensure its manifestation and development;
- orientation of the educational process to the formation of utilitarian-applied orientation criteria for assessing the success of mastering the educational material provided by the program for physical education.

Analyzing the overall organization of physical training in higher educational institutions, as well as students' attitude towards it, we note the following trends:

- students' decline in interest in physical exercises, especially in traditional forms, which do not address the needs, motivations and value orientation of students in transforming their own physical nature;
- unwillingness of students, especially in the first year to move to organizing independent forms of physical education activities, strengthening their health and increasing their creative longevity;
- discrepancy between the teacher's competence level to modern requirements, manifested in their lack of professional readiness to master new forms of knowledge by physical exercises, modern technologies that require predominantly individual systems, means, methods and forms of their organization;
- lack of educational and methodological literature on self-development of a student's personality by means of physical education.

All this made us develop a self-identity of the student system of physical training facilities. Under the pedagogical system of creative self-development by means of physical education, we mean a set of methods and means of teaching students of a higher school, based on interaction of methods of persuasion and suggestion that can enhance pedagogical effectiveness of the educational process in solving the problem

of unity of physical and socio-moral development of personality of the future professional specialist by means of physical culture and sports.

The system is designed to provide all-round, harmonious development of personality on the basis of students' involvement in the process of self-regulation, self-improvement, self-development, both in the physical as well as moral and social plan. Rationale is determined by social and economic changes in the country, which result some changes in the educational system. The latter sets the 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. 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 (Novoselova *et al.*, 2003; Novoselova, 2007; Opletin, 2008; 2009; Panachev, 2009; Makhov, 2008).

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, as a neurophysiological basis of purposeful behavior and as a state to be ready to it. Such approaches help to understand the formation of readiness on the physiological level. Psychologists determine readiness as an orientation mechanism which is conveyed in pre-readiness to specified ways of behavior in certain situations, as an overall readiness to work, as a short-time and long-run conditions of readiness, 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 (Opletin, 2009; Panachev, 2009; Makhov, 2008). On the whole readiness is described as symbiosis of social-psychological readiness of personality to different kinds of activity and self-development. Overall psychological readiness

is determined by Panachev (2009) as a substantial premise of purposeful activity, its regulations, stability and productivity. It helps to perform duty successfully, use knowledge and experience properly, retain self-control change activities if unforeseen impedimenta occurs. Opletin sees in readiness not only the mechanism of impulse to activity, but also an impulse to self-development and self-perfection. A great importance to this research have such researches which discover the essence of readiness to self-education (Novoselova *et al.*, 2003). Researches which reflect the readiness of personality to self-development represent the most interest to this research (Novoselova, 2007; Opletin, 2008; 2009; Panachev, 2009).

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 to the readiness to accomplish of basic problems to mobilization readiness in sports. 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. 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. Such researches which determine readiness and self-development of students in educational process are close to this research. 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.

4. Results and Discussion

4.1 Objective

To involve students in regular physical training and sports, motor activity, increase the body's functionality through introduction into the educational process of students of the pedagogical system aimed at self-development of the person. In the process of teaching - educational work of the university the functioning educational system addresses the following objectives: to improve physical development of students, achieving a high level of fitness, functional state, and hardening of the body; education of moral, aesthetic, motor culture, aspiration to health, beauty, love and

harmony; development of the need for self-knowledge and self-development, education of self-esteem for oneself and others, formation of readiness for self-development, objective self-esteem; spiritual, moral development, adjustment of the scale of values; intellectual development, formation of worldview structures and ideas.

The formed modern pedagogic self-development system provides: effects on conscious and unconscious realm of the psyche; students' awareness of their physical and moral "I" through self-diagnosis, self-analysis, self-determination, self-education, self-management and reflection of physical culture and sport activities in the course of mastering and developing sports and sports ideals, values and traditions in the university; application of traditional and non-traditional methods aimed at correcting students' psychophysical state, revealing their personal potential, developing reflective thinking, individuality and self-identity, showing self-esteem, building the self-concept of the person, creating a new self-image; inculcation of psycho-hygiene skills, self-massage, proper breathing, use of yoga elements in everyday life, methods of self-defense, methods of physical development and healing; acquisition of additional knowledge in the field of philosophy of self-development, biology, physiology, psychology, pedagogy, physical culture; theoretical and practical mastering self-defense methods, rendering of the first medical aid, ability to live in extreme situations. 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
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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 (indifferent), middle (relative), sufficient (high), supreme (superior).

Low (indifferent) 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 (relative) 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 does - I will do". His position is not staple and he doesn't analyses his behavior.

Sufficient (high) level. 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 (superior) 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 183 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 (183 students).*

	Levels (composition in percent)			
	low (indifferent)	middle (relative)	sufficient (high)	supreme (superior)
Self-appraisal	-	54	46	-
Scores	59	41	-	-

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 (183 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.

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.

5. Conclusion

Introduction of the educational system, new and innovative methods optimized the process of students' physical education. Effectiveness of the experiment revealed, first of all, increased motivation for physical training, normalization of students' mental states. A sufficient level of physical development is reported, which is manifested in health (decreased sickness rate).

Optimal development and strengthening of respiratory organs of students are noted, as well as improving the body tone. The students mastered looseness of motor skills; they significantly strengthened the body's muscles, mobility of joints and spine, mastered the means of storage and health promotion by means of stretch, exercises and self-massage. A more active attitude towards a healthy lifestyle is noted. Sickness rate decreased and students' attendance at training sessions increased.

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