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FORMATION OF STUDENT SELF-DISCIPLINE IN MODERN PHYSICAL EDUCATION**ФОРМИРОВАНИЕ САМОДИСЦИПЛИНЫ СТУДЕНТА В СОВРЕМЕННОМ ФИЗИЧЕСКОМ ВОСПИТАНИИ****Karelina N.N. / Карелина Н.Н.**

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Abstract. *The purpose of this research is to study a complex pedagogical task – the development and improvement of students' self-discipline. The paper considers the understanding of the essence of self-discipline, its components, and mechanisms of self-discipline formation in the process of physical education of students.*

The analysis of the obtained data showed that students engaged in physical education and sports beyond the mandatory program at university, self-discipline is more developed.

Key words: *physical culture, physical education, self-discipline, students, personality.*

Introduction. The relevance of the work is due to the current trend of introducing self-education in the educational process in the discipline of physical culture. In this branch of activity, there is a need for purposeful training of students not only for independent physical culture and sports activities, but also for the formation of appropriate able orientations. There is a type of educational process when university teachers have a purpose to teach their students of self-discipline.

Main text. This work is based on conclusions which consist following methods: front-line surveys, interviewing, analysis of mini-essays, analysis of written surveys, pedagogical observation, and analysis of literary sources.

The scientific justification of the work is reflected in a study by the University of Cambridge, which analyzed the academic performance of the University's leading athletes. [5]

In March 2019, the University of Cambridge Sports Service launched the Sport and Academic Performance Report. This report, developed under the University's Strategy for Sport 2017-2022, found that:

Undergraduate students who participated in University-level sport performed just as well academically, if not better, than the undergraduate population as a whole.



The report considered over 4000 Tripos results of undergraduate students who had represented the University in their sport and achieved a Blue, Half-Blue or Club Colours (from 2005-16) These were then compared to the Tripos results of the undergraduate population as a whole during the same time period.

The key findings of the research were as follows:

- The percentage of first class results achieved by undergraduate sportspeople (28.4%) was greater than the percentage achieved by undergraduates in the University as a whole (23.7%);

- The percentage of upper second class results achieved by undergraduate sportspeople (63%) was greater than the percentage achieved by undergraduates in the University as a whole (51.8%); and

- The percentage of lower second and third class results achieved by undergraduate sportspeople was lower than undergraduates in the University as a whole.

The report also profiled a number of sportspeople who had recently left the University. Their testimonies add weight to the view that:

- Sport and physical activity can provide an effective release from academic studies, improve mental health and give students the opportunity to develop valuable social and support networks.

- Sport and physical activity can help students to develop valuable transferable skills such as time-management, focus, the ability to perform under pressure, leadership and communication.

The Sport and Academic Performance Report adds to the findings of the 2018 British Universities & Colleges Sport (BUCS) Active Students Survey. This survey found that:

Physical activity, including sports participation and gym membership, improved students' personal wellbeing, mental wellbeing, social inclusion, and perceived academic attainment and employability.

The athlete profiles featured in the report also support the 2013 BUCS research into the impact that sport has on graduate employability. This study revealed that:

- More than half (51%) of graduates reported that sporting involvement helped them develop teamwork skills and leadership qualities in the workplace;

- Employers recognized the benefits of sport in developing career-enhancing qualities, with more than nine in ten (94%) of those questioned identifying a clear link between university sport participation and valuable skills and strengths in potential employees.

There is a hypothesis that systematic physical training and sports can be an incentive for the moral improvement of personality.

Such activities may include: additional training in sports clubs, sections, national teams, or regular visits fitness clubs. Classes must be voluntary, but they should not be included in the compulsory program for physical education and sports.

The tasks of university education teacher include support and further development of the students' interest and love for sports, motivation for sports and competitive activities. This is an indicator of the quality of work of a teacher of physical education and sports.



Sport motivations can be different. For example: achievements of friends and family, a competitive moment, health promotion, figure improvement, emotional satisfaction, the possibility of personal achievements, the honor of the University teams. Any motivation is prompted to students for additional physical training and sports and, also, development of personality.

The complex of opportunities that can be used for the develop of self-discipline includes: satisfaction from physical activities, improving physical and spiritual strength, emotional training, competitive moment, concreteness and fascination of goals, successful overcoming difficulties, friendly relations in a sports team, communication with a respected coach-teacher.

There are some difficulties on the way of formation of self-discipline: tense environment of competitive activity, excessive passion for sports to the detriment of other aspects of life (academic activity, personal life, etc.), physical overtraining, frequent overwork, negative personality character of coach, monotony of means and methods of training, lack of theoretical base, dangerousness of some sports. These factors should be known and used by leading coach-teachers to prevent their influence on formation of positive attitude of students to sports activities.

A student who is starting sport activity has the formation of rules of behavior and moral standards. Such incentives like: commitment, moral incentives, clear organization of the team, etc.

The psychological component of the structure of process of moral education of a student-athlete includes the formation of moral beliefs, persistent moral habits and education of the strong-willed sphere of personality.

The moral beliefs of students include representations, concepts, judgments, assessments. The teacher of physical culture helps to form students' moral beliefs both in practical and theoretical training sessions on physical culture and elective courses on physical culture and sport. But a significant part of this process depends from student himself and his self-knowledge, self-awareness, and conscious attitude to the training process, their health and life in General.

Understanding the whole point, norms, principles of sport ethics and morality leads to formation of moral judgments of students. With help of these judgments, one evaluates one's actions, lifestyle, which influence on students' behavior and actions. Thus, moral beliefs form students' volitional actions and their self-discipline.

Self-discipline is the basis of volitional qualities of students' personalities. This process is individual. Knowledge and understanding of moral norms, healthy lifestyle, personal example of coach-teacher, teammates are necessary prerequisites for formation of self-discipline. Knowledge becomes conviction when it is thought out, critically revised, used in sports, educational activities and in everyday life.

Previously, Soviet athletes had important tasks of moral education: forming ideological conviction, civic feelings, patriotism and collectivism. [3] Modern students face a wider range of tasks that encompass their health, career, concern for the environment, their future and the future of the planet. Difficulties students face by a on the way to their moral formation is a lack of state regulation, responsibility for many important decisions from a fairly young age, in particular, the choice of lifestyle, attitude to their body, to sports and to science. Fortunately, current trends



are such that progressive youth choose a healthy lifestyle.

Development and improvement of students' self-discipline is a difficult pedagogical task. To solve this problem, it is necessary to use the methods and means of education available in classical pedagogy, and constantly improve and search for new ways of develop pedagogical activity. These methods may include:

- creation in the process of physical education of situations that cause positive emotions;
- interesting, motivating goals and content of training activities;
- personal example of the trainer-teacher, his moral conviction and self-discipline.

Habit is the need to do something. Good habits associated with self-discipline can have both personal and social significance. Self-discipline leads to the formation of habits benefit the students for social, educational and sports activities. As a result of connection teacher with students form a set of habits and moral actions that become natural for personality.

Human actions are regulated by the will. For development of strong-willed personality traits, it's assumed that there is a motivation. The development of will occurs intensively in the course of sport activities. This is the subject of research by many authors. [1,2,4] Thanks to the educational and sports activities of the student, there is a formation of morally directed strong-willed qualities, which in sports is very multifaceted.

Researches. A survey was conducted to obtain statistics on issues of students' self-discipline. The poll says that there is understanding of the meaning of the concept of "self-discipline" by students themselves, lifestyle and their additional voluntary physical training and sports.

To the question – "What is included in the concept of "self-Discipline" for You?" the most common phrases were: discipline in your behavior; the ability to manage yourself; control yourself in certain situations; follow the daily routine; the ability to force yourself to do something, even if you do not want to; force yourself to perform tasks assigned to yourself; adhere to certain life principles.

Modern students have a broad horizon, free in their mind and huge potential. Therefore, they don't suffer from narrow thinking and correctly understand this concept.

The results of a survey of students on different aspects of self-discipline showed:

- ✓ 98% of all students believe that physical education, sports, and fitness affect a person's self-discipline;
- ✓ 56% of students who adhere to proper nutrition, among those who do sports and 62% of those who don't;
- ✓ daily routine is observed by 56 % - who is engaged and 50 % - who is not engaged in sports;
- ✓ healthy lifestyle is chosen by 78% of students who are engaged in sports and only 44% of those who are not engaged in physical education and sports beyond the mandatory program.

Conclusions and conclusion.

The analysis of the obtained data showed that students engaged in sports beyond



the mandatory educational program at the University, self-discipline indicators are significantly higher. And all students from both categories share the hypothesis that playing sports affects a person's self-discipline. Violations in the daily routine of both groups of students are due to student age, intensive study and a natural desire for walks and entertainment, characteristic of young people. Proper nutrition is a fashionable trend, so a significant part of young people, even those who do not exercise, follow this trend. Therefore, the indicator of this aspect of self-discipline will shift in favor of students who do not play sports additionally.

Understanding sports as intensive physical and mental work, we can assume that sports activities themselves already educate a person. However, sports education will be effective if the teacher uses all the means and methods of education, as well as when the pupil is aware of these activities, their life, health and future. The formation of self-discipline is a two-way process that depends on both the coach-teacher and the student. The work of a teacher and a student is a joint creative work that has a great educational value. A coach-teacher needs to know and use the full educational opportunities of their sport. A student needs to engage in self-development, self-improvement, self-education not only in the process of sports training, but also throughout life.

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Аннотация. В работе рассмотрены понимание сущности самодисциплины, составляющие её компоненты, механизмы формирования самодисциплины в процессе



физического воспитания студентов.

Целью данного исследования является изучение сложной педагогической задачи – развитие и совершенствование самодисциплины студентов.

В процессе исследования были использованы следующие методы: фронтальные опросы, интервьюирование, анализ мини-сочинений, анализ письменного опроса, педагогическое наблюдение, анализ литературных источников.

Благодаря учебно-спортивной деятельности студента, происходит формирование морально направленных волевых качеств личности. Анализ полученных данных показал, что у студентов, занимающихся физкультурой и спортом сверх обязательной программы в университете, самодисциплина развита сильнее.

Ключевые слова: физическая культура, физическое воспитание, самодисциплина, студенты, личность.

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