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TÍTULO: Características de la actitud motivacional basada en el valor de los estudiantes hacia la educación física.

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RESUMEN: El artículo explora las peculiaridades de la actitud motivadora basada en el valor de los jóvenes estudiantes modernos de Ucrania hacia las clases de educación física y el mantenimiento de un estilo de vida saludable. 501 estudiantes de tres instituciones de educación superior de Ucrania participaron en el estudio. La investigación fue realizada por los cuestionarios de los autores que permitieron estudiar la actitud de los estudiantes hacia la educación física

tradicional, la salud física extracurricular y las actividades deportivas, así como para encontrar las razones que impiden a los estudiantes realizar ejercicios físicos regulares y mantener un estilo de vida saludable. Los resultados mostraron la falta de motivación de los jóvenes estudiantes de Ucrania para las clases tradicionales de educación física que conducen a un bajo nivel de aptitud física y salud de los futuros especialistas.

PALABRAS CLAVES: educación física, motivación, salud, estudiantes.

TITLE: Characteristics of the motivational value-based attitude of students towards physical education.

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ABSTRACT: The article explores the peculiarities of the motivational value-based attitude of modern student youth of Ukraine to the physical education classes and the maintenance of a healthy lifestyle. 501 students of three higher educational institutions of Ukraine participated in the study.

The research was conducted by authors' questionnaires that allowed to study the attitude of students to traditional physical education, extracurricular physical healthcare and sports activities, as well as to find the reasons that prevent students from regular physical exercises and maintenance of a healthy lifestyle. The results of the study showed the lack of motivation of the student youth of Ukraine for traditional physical education classes that leads to a low level of physical fitness and health of future specialists.

KEY WORDS: physical education, motivation, health, students.

INTRODUCTION.

Modern reforms in the system of physical education of students set the task of radical and comprehensive improvement of professional training of future specialists for the higher educational institutions (HEI) of Ukraine (Azhyppo et al., 2018; Ghoncharenko, & Novykova, 2010; Mozolev et al., 2019). The change of the focus of physical education, the essence of which is the formation of physical culture of the individual, requires the educational process to reject authoritative methods, taking into account the interests and needs of students in the field of physical improvement (Griban, 2009; Ostafijchuk, Prezliata, & Mytskan, 2013).

The liberalization of socio-cultural processes in society cause the desire of young people to deny the stable sports traditions in HEI and the formation of new identification stereotypes of various performances of motor activity which optimally correspond to their style, lifestyle, socio-psychological and morphofunctional status, peculiarities of mentality, and demands the integration into physical and educational area of modern pedagogical technologies and the ways of their realization (Bliznevsky et al., 2016; Bolotin, & Bakayev, 2015; Zavydivska, Zavydivska, & Khanikiants, 2016; Stachon et al., 2016; Altin, & Demir, 2019).

The peculiarity of educational activity in physical education of students is that it reproduces the cultural process of creating concepts, images, values and norms of life. Therefore, mastering the knowledge, the formation of skills, the development of the students' physical qualities should be presented in the form of educational activities that have a certain structure in physical education, including personal interests and preferences, needs and motives, educational tasks, actions and motor operations (Batilani, Belem, & Both, 2018; Ilchenko, 2014; Prontenko et al., 2019).

The scientists (Bulych, & Muravov, 2002; Radziyevsky, 2017; Semeniv et al., 2018) note that the students' educational activities include five components: 1) motivational component (needs, interests, motives) that ensures students enter the learning process, supports their activity at all stages of learning; 2) orientational component which is revealed through the students' perception of the goals of educational and extracurricular activities, their planning and forecasting; 3) content-operating component which includes the system of knowledge (concepts, relations, patterns, theories) and learning tools (tools for obtaining, fixing and processing information), as well as encourages students to apply the acquired knowledge in practice; 4) value-volitional component which contains a system of values, emotional coloring of the performed educational activities of students; 5) evaluative component which contains a system for evaluating the results of students' educational activities.

The content of the motivational component of physical education classes should include: active positive emotional attitude to physical exercises, the formed need for them, a system of knowledge, interests, motives and beliefs aimed at mastering the values of physical education; students' awareness of the value of systematic physical exercises; the need for a healthy lifestyle and encouragement the others to follow it; a focus on creating the conditions for further personal physical development, maintaining high performance and contributing to meeting those needs by

others in future professional activity (Leuciuc, 2018; Zelenskyi, & Zelenskyi, 2018; Parandeh et al., 2015).

Among the main tasks, that are entrusted to physical education in HEI are: the formation of understanding of the physical culture role in the development of the individual and preparing one for professional activity, motivational value-based attitude to physical culture, the settlement of a healthy lifestyle, physical improvement and self-education, the need for regular exercise and sports; acquisition of student experience in applying the acquired values in personal, educational, professional activities, in everyday life and in the family; health promotion, the maintenance of the students' adequate level of development of their functional and morphological indicators, physical qualities, motor abilities, disease prevention, and the establishment of a high level of performance throughout the whole studying period (Azhyppo et al., 2018; Griban, 2009; Futornyj, 2011; Muntjan, 2010).

The analysis of literary sources shows the low level of motivation of the student youth of Ukraine for systematic physical exercises and healthy lifestyle (Ghoncharenko, & Novykova, 2010; Kharchenko, O., Kharchenko, N., & Shaparenko, 2019; Prontenko et al., 2019). The lack of the students' interest in physical activity is reflected in the attendance of scheduled physical education classes. The scientists (Semeniv et al., 2018; Shuba, L., & Shuba, V. 2017) found that nearly half of the students, participating in the research, attend classes to pass the exam and avoid trouble because of missing classes. The low level of motivation of student youth leads to even more negative consequences – a low level of health and physical fitness of graduates for future professional activity.

DEVELOPMENT.

Methodology.

The aim of the article is to investigate motivational value-based attitude of modern Ukrainian

students to the physical education classes and the maintenance of a healthy lifestyle.

501 male students (18–20 years old) of different specialties of three higher educational institutions of Ukraine (National Pedagogical Dragomanov University, Zhytomyr Ivan Franko State University, Zhytomyr National Agroecological University) took part in the research.

The investigation was conducted in 2017–2018 during the students' junior years. 3 questionnaires were developed according to the standard method of sociological research (Korolchuk, & Kraynyuk, 2006; Raygorodsky, 2001). The questionnaire increased the objectivity of information about pedagogical facts, phenomena, processes, their typicality, as it included obtaining the information from a large number of students interviewed.

The study was conducted by the method of standardized questionnaire that let learn the attitude of students to physical education classes, patterns of motives and sport interests formation, external and internal factors that influence the motivation to make physical exercises, be engaged in sport and maintain a healthy lifestyle.

The research methods were analysis and generalization of scientific, pedagogical, methodological literature, pedagogical observation, questioning, and methods of mathematical statistics.

This study complies with the ethical standards of the Act of Ukraine on Higher Education No.1556-VII dated 01.07.2014 and the Letter from the Ministry of Education and Science of Ukraine on the Academic Plagiarism Prevention No. 1/11-8681 dated 15.08.2018. Also, this study followed the regulations of the World Medical Association Declaration of Helsinki – ethical principles for medical research involving human subjects. Informed consent was received from all individuals who took part in this research.

Results and discussion.

The motive is a rather complex entity that combines different types of impulses: needs, strivings, goals, interests, attitudes, ideals (Ilchenko, 2014).

Motivation can be understood as "the process of encouraging a person or a group of people to be engaged in specific activities or behaviors to achieve certain goals" (Batilani, Belem, & Both, 2018).

The concept of motivation in physical and health care activities can be considered as a conscious cause of human activity aimed at achieving different goals by being engaged in systematic physical education and sports. Motivation can be considered as the development of physical and health care activities from the perspective of its internal regulation. The center of this process is the value-motivational sphere, where values are the source of activity of the individual, and internal motives are the formation arising due to the interaction of personal values and parameters of the educational situation (Leuciuc, 2018; Parandeh et al., 2015).

Applying a questionnaire, we identified the main motives that encourage students to physical exercises and sport and their rating significance in the overall hierarchy (Table 1). The dominant students' motives are:

- ✚ Taking enjoyment in classes.
- ✚ The improvement of health.
- ✚ Modern equipped sports base of HEI.
- ✚ The ability to choose the type of sport according to their own preferences, health care orientation and so on.

The research also shows that there is a difference in the importance of motives for the first and the second-year students. Thus, the health improvement motive is core for the 1st year students, while for the 2nd year students, it takes only the fourth place, the possibility to choose the type of sport takes the 7th place for the freshmen and the 1st place for sophomores.

Table 1. The motives that encourage students to physical exercises and sport (n=501, men, ranking place).

| Motives | Year of studying | | Ranking place |
|---|------------------|---------|---------------|
| | the 1st | the 2nd | |
| Taking enjoyment in classes | 2 | 2 | 1 |
| Health improvement | 1 | 4 | 2 |
| Modern equipped sports base | 4 | 3 | 3 |
| The ability to choose the type of sport according to personal preferences | 7 | 1 | 4 |
| The health care orientation of classes | 5 | 5 | 5 |
| The development of physical characteristics | 3 | 9 | 6 |
| The desire to lose weight | 9 | 6 | 7 |
| The desire to acquire new knowledge, skills and abilities | 8 | 7 | 8 |
| The improvement of body shape and discarding body disadvantages | 6 | 11 | 9 |
| Self-affirmation | 10 | 8 | 10 |
| Taking rest from mental work | 11–12 | 10 | 11 |
| The achievement of new sports results | 11–12 | 12 | 12 |

The stage of motivation formation is the first and the most important stage of designing of educational process in physical education. The content of motivation is formed on the basis of information obtained during classes, attending competitions, watching TV shows and so on.

The structure of students' motives for physical education classes is an initial positive indicator that significantly influences the physical activity of a student. In addition, according to the data of many scientists (Zelenskyi, B., & Zelenskyi, R., 2018; Prontenko et al., 2019), the personal position of subjects of physical and health care activities (student – teacher) is an important factor in the formation of students' motivational value-based attitude towards physical education, their engagement into active physical exercises and maintaining a healthy lifestyle. Therefore, studying the students' interests in traditional classes in physical education, it was determined that 38.3% students expressed a desire for this type of activity, 19.3% students could not make a decision, and 42.4% students do not like traditional classes in physical education. At the same time, there is a

high level of direct dependence of the indicators' quality of the students' motives structure on the teacher who conducts the classes in these groups. These indicators are much better in the groups with an experienced teacher: the higher value of the learning motivation is, the higher success in physical education students have. Instead, in the groups where the teacher is indifferent to the problems of the motivation formation of the students, the indicators are mostly opposite and the proportion of the positive attitude of students to physical education is determined by the disadvantages of the content, forms, methods and organization of the educational process.

One of the questionnaires issues was to study the purpose of students' attendance of the traditional physical education classes that, accordingly, affects the efficiency and quality of the educational process. The main purpose of attending physical education classes for male students is: passing an exam, the improvement of physical performance, the improvement of appearance and the results, getting positive emotions from physical education classes (Table 2). A negative factor of attending physical education classes is the motive of passing an exam for 42.6% students that indicates their wrong attitude to physical education classes and sports activities and a low level of motivation respectively.

Table 2. The aim of the students' attendance of the physical education classes (n=501, men, %)

| Aim | Year of studying | | Total percentage |
|--|------------------|---------|------------------|
| | the 1st | the 2nd | |
| Passing an exam | 47.5 | 37.8 | 42.6 |
| The improvement of physical performance | 43.6 | 30.0 | 36.8 |
| The improvement of appearance | 33.3 | 24.5 | 28.4 |
| The improvement of the results in physical exercises | 26.3 | 22.5 | 24.4 |
| Getting positive emotions | 20.2 | 20.4 | 20.3 |

To achieve the goal of physical education, a student should have a row of motives and interests in the means of physical education, a need for physical activity, and favorable conditions should be created.

The formation of the goal in the field of physical education is possible only in the case of directing a student to the possibility of fulfilling the identified, the most significant needs in choosing the means of physical education. Only under such a condition, a value attitude to the educational process is formed. The correct formulation of the purpose of physical education influences the effectiveness of the educational process.

One of the important requirements for the formulation of the goal is its completeness and clear orientation of a student to the need for certain knowledge, skills, abilities, high level of physical fitness and work capability. In the educational process of physical education, the goal should be set for the period of studying and the prospect of future professional activity. No less important requirement for the formulation of the purpose of physical education is diagnostics, that is, the ability to evaluate the achievement by the objective pedagogical criteria at certain moments of the educational process and life, in different ages. Therefore, it can be stated that the goal of physical education is one of the elements of motivation and activation of the future specialist for viability and professional activity. However, it should be taken into account that there are a number of factors that negatively affect the attendance of physical education classes, namely: the lack of ability to take a shower after class, inappropriate means of physical education used in classes, wearing sportswear, the negative attitude to a teacher and the methods of teaching, the contradiction of physical loads and the students' level of preparedness, not interesting classes (Table 3).

Table 3. The factors that negatively affect the attendance of physical education classes (n=501, men, %).

| Factors | Year of studying | | Total percentage |
|--|------------------|---------|------------------|
| | the 1st | the 2nd | |
| The lack of ability to take shower after class | 50.5 | 57.1 | 53.8 |
| Inappropriate means of physical education used in classes | 23.2 | 18.4 | 20.8 |
| Wearing sportswear | 16.2 | 16.3 | 16.2 |
| The negative attitude to a teacher and the methods of teaching | 15.2 | 10.2 | 12.7 |
| The contradiction of physical loads and the students' level of readiness | 26.3 | 9.2 | 10.7 |
| Not interesting classes | 9.1 | 11.2 | 10.2 |

Many scholars (Muntjan, 2010; Montesano, & Mazzeo, 2019) also point out that the physical education of students has many other objective factors that affect the educational process negatively:

- 1) The insufficient curriculum.
- 2) The lack or a low level of the technical means usage during classes.
- 3) The insufficient financial support.
- 4) The low efficiency of management of physical education in HEI, etc.

In addition, it should be taking into consideration that there are many factors that encourage students to take physical exercise, but they lose their relevance in the case of some difficulties quite often. It is discovered that the main factors contributing to the positive attitude of students to physical education classes are: the responsibility and discipline of a teacher – 45.2% students, taking enjoyment in classes – 44.2%, the harmony of spiritual state and physical development – 28.4% (Table 4). At the same time, a low percentage of students (7.6%) is engaged into physical education by their parents.

Table 4. The factors contributing to the positive attitude of students to physical education classes
(n=501, men, %).

| Factors | Year of studying | | Total percentage |
|---|------------------|---------|------------------|
| | the 1st | the 2nd | |
| The responsibility and discipline of a teacher | 51.5 | 38.8 | 45.2 |
| Taking enjoyment in physical education classes | 46.5 | 41.8 | 44.2 |
| The harmony of spiritual state and physical development | 42.4 | 14.3 | 28.4 |
| Friends | 27.3 | 20.4 | 23.4 |
| The control of the dean's office and the department of physical education | 20.2 | 11.2 | 15.7 |
| The availability and accessibility of sports facilities | 13.1 | 10.3 | 11.7 |
| Parents | 8.1 | 7.2 | 7.6 |

The attitude of students to physical education can be improved also in the conditions of the development of material and technical base, the improvement of the world process orientation and the content of classes, the integration of tasks of physical education with the tasks of personal development, and the increase of emotional level of classes. Instead, the efficiency of the means usage will depend on the application of the differentiated approach in the process of physical education. The need for such an approach is significantly increased due to the diversity of the students' interests, motives, attitude to sports activities.

The physical exercises offered to students also influence the efficiency of physical training significantly. The students give the highest preference to the scheduled classes (38.1%), classes in sports sections (25.0%), self-directed classes with friends (20.4%), and classes according to the individual program under the guidance of a teacher – 16.5% (Table 5).

Table 5. The forms of physical education which students prefer (n=501, men, %).

| The forms of physical education at HEI | Year of studying | | Total percentage |
|---|------------------|---------|------------------|
| | the 1st | the 2nd | |
| Scheduled classes | 43.3 | 32.9 | 38.1 |
| Classes in sports sections | 26.9 | 22.9 | 25.0 |
| Self-directed classes with friends | 13.1 | 27.7 | 20.4 |
| Classes according to the individual program | 16.7 | 16.5 | 16.5 |

At the same time, the scientists (Griban, 2009; Zelenskyi, B., & Zelenskyi, R., 2018) emphasize that physical education classes are conducted in such a way that they do not encourage students' interest in independent exercises, but they cause the opposite result: over 67.4% students consider physical education classes to be the least interesting form of physical exercises. Many students do not consider physical education as a discipline that has its subject, content, concepts, principles, patterns, methods, rules, and methods of activity. Physical education is associated only with motor activity for these students. During classes, they do not feel the need to acquire knowledge, expand and deepen practical skills providing high personal and social readiness for the future professional activity.

We also examined the students' attitude toward different physical education classes and their preferences. It is proved that the quality and effectiveness of the process of physical improvement depend on the content of classes, the place of their conducting, the emotional climate in the classes and the choice of the means of development of physical qualities.

Our research revealed that most students prefer training at the stadium (35%), using sports games (33.5%), and machines (32.5%). The students are less interested in playing in the gym to the music, cross country in the park area and in the open country (Table 6).

Table 6. The physical education classes which students prefer (n=501, men, %)

| The place of conducting and the content of classes | Year of studying | | Total percentage |
|--|------------------|---------|------------------|
| | the 1st | the 2nd | |
| At the stadium | 36.3 | 33.8 | 35.0 |
| Using sports games | 32.3 | 34.7 | 33.5 |
| Using machines | 35.4 | 29.6 | 32.5 |
| To the music | 22.1 | 15.3 | 18.8 |
| In the park area and in the open country | 2.1 | 22.5 | 12.2 |

The scientists (Mozolev et al, 2019; Zavydivska, O., Zavydivska, N., & Khanikiants, 2016) proved that 2-4 hours of physical education per week is not enough to maintain a high level of physical fitness, working capacity and health of students.

During classes, teachers should pay the students' attention to the expediency of performing physical exercises at home, visiting gyms, independent physical exercises, recommend additional special tasks and physical activity for every student to maintain the physical condition. It was determined that 11.9% students take physical exercises twice or three times a month, 28.7% students attend classes or take exercises only once a week, 3.6% students do not attend classes at all and only 24.8% students take physical exercises three or more times a week (Table 7).

Table 7. The frequency of taking physical exercises by students during a week (n=501, men, %)

| The number of classes | Year of studying | | Total percentage |
|------------------------------|------------------|---------|------------------|
| | the 1st | the 2nd | |
| Once a week | 40.1 | 17.3 | 28.7 |
| Three or more times a week | 19.4 | 30.1 | 24.8 |
| Twice a week | 11.5 | 33.4 | 22.4 |
| Twice or three times a month | 14.7 | 9.2 | 11.9 |
| Every day | 8.3 | 8.8 | 8.6 |
| Never | 6.0 | 1.2 | 3.6 |

It should be noted that the students' motivational value-based attitude to physical education is a set of factors that encourage active physical and health care activity on the basis of internal needs, external motives that are socially developed and that acquire personal significance and values. Motivational value-based attitude includes interdependent components: motor, emotional, cognitive, and volitional. An interest is a conscious need which reveals itself as a stimulator of the active search and productive activity to meet the needs and reproduce physical and mental forces of a student. Our research defined that 43.6% students prefer scheduled physical education classes. At the same time, 55.8% students prefer the classes which are scheduled the last ones and only 18.6%

prefer physical education classes to be scheduled the second to the third ones. A small part of students (8.2%) prefer the classes which are scheduled the first ones (Table 8).

Table 8. The most suitable time for physical education classes (n=501, men, %)

| Studying hours (classes) | Year of studying | | Total percentage |
|-------------------------------|------------------|---------|------------------|
| | the 1st | the 2nd | |
| The last class | 61.2 | 50.6 | 55.8 |
| The second or the third class | 20.6 | 16.5 | 18.6 |
| It makes no matter | 11.1 | 23.7 | 17.4 |
| The first class | 7.1 | 9.2 | 8.2 |

Investigating the students' interests and motives for physical education classes while studying at HEI shows that the majority of students do not maintain to a healthy lifestyle and do not prepare themselves for professional activity. Despite the fact that, according to the survey results, 48.5% students are dissatisfied with their level of physical fitness, 93.4% students see the benefits of physical education classes for their own health, the improvement of mental and physical capacity, the formation of readiness for future professional activity, most of them do not exercise individually to improve this situation. Among the main reasons that prevent students from taking exercises independently are: the lack of free time – 57.4%, laziness – 37.6%, the lack of proper conditions for conducting classes – 23.4% (Table 9).

Table 9. The reasons that prevent students from taking physical exercises independently (n=501, men, %).

| The reasons | Year of studying | | Total percentage |
|--|------------------|---------|------------------|
| | the 1st | the 2nd | |
| The lack of free time | 60.6 | 53.1 | 57.4 |
| Laziness | 45.5 | 29.6 | 37.6 |
| The lack of proper conditions | 25.3 | 21.4 | 23.4 |
| The lack of the ability to choose sports | 17.2 | 17.4 | 17.3 |
| Diseases | 7.1 | 11.2 | 9.1 |
| Feeling shame about friends | 1.1 | 3.1 | 2.1 |

A survey of first-year students shows, that even before entering the HEI, they had a very low motivational orientation to maintain a healthy lifestyle (they smoke, drink alcohol, do not keep hygiene and daily routine, etc.), they are not able to manage their leisure time, they are more interested in watching TV, they have Internet dependence, and so on.

It should be noted that physical exercises and sport can both encourage and make one feel well and have a negative impact on students. The surveys conducted showed that 79.7% students have emotional up rise and good mood after physical exercises, 25.9% enjoy communicating with new people during classes, and 20.8% enjoy being in the open country. It should also be mentioned that the violations of the methods of conducting classes, the contradiction of the physical loads and the level of students' functional readiness and other factors cause negative feeling for 13.2% students (exhaustion, weakness), and a bad mood and depression for 5.1% students (Table 10).

Table 10. The impact of the physical education classes on the students' health condition (n=501, men, %).

| The indicators of the physical exercises and sports' impact | Year of studying | | Total percentage |
|---|------------------|---------|------------------|
| | the 1st | the 2nd | |
| Cause emotional up rise | 88.9 | 70.4 | 79.7 |
| Cause the pleasure of communicating with other people | 26.3 | 25.4 | 25.9 |
| Cause the pleasure of being in the open country | 15.2 | 26.5 | 20.8 |
| Cause the exhaustion and weakness | 14.1 | 12.2 | 13.2 |
| Cause a bad mood | 6.1 | 4.1 | 5.1 |

The development of motivation and activation of the students' physical activity is significantly influenced by the sports orientation of the educational process which is a system of organically united personality needs, interests, values that determine the main directions, motives of behavior and activity, thoughts and actions in the course of physical education classes.

The engagement of students into sports after studying hours and the ability to continue them during the compulsory physical education classes in groups with a sports orientation play the role of a link between educational and extracurricular forms of activities and increase the amount of motor activity. The implementation of this recommendation into the life of students, of course, would bring positive results, but there are a number of problems associated with the material and technical base, the qualifications of teaching staff, the broad interests of students which, at this stage, are not always possible to satisfy.

The research conducted states that the majority of students are engaged into sports not to achieve high athletic performance or win competitions, but to meet their personal needs. The studies showed that the priority sports and physical activities that students want to perform are: training martial arts, wrestling, powerlifting, kettlebell lifting, tourism, athleticism, swimming, tennis and other physical activities (Table 11).

Table 11. The most popular sports and physical exercises among students (n=501, men, %).

| Types of sport and physical exercises | Having systematic workouts | Having occasional workouts | Would like to be engaged |
|---------------------------------------|----------------------------|----------------------------|--------------------------|
| Martial arts | 5.6 | 13.7 | 37.1 |
| Wrestling | 7.1 | 17.8 | 35.5 |
| Powerlifting | 6.1 | 9.1 | 35.1 |
| Kettlebell lifting | 8.1 | 18.8 | 31.0 |
| Tourism | 13.7 | 21.3 | 30.5 |
| Athleticism | 9.1 | 17.8 | 29.4 |
| Swimming | 13.2 | 27.9 | 29.4 |
| Tennis | 16.8 | 27.9 | 28.9 |
| Badminton | 6.6 | 17.8 | 27.9 |
| Volleyball | 7.6 | 33.5 | 22.3 |
| Cycling | 19.3 | 38.6 | 21.8 |
| Recreational run and walk | 23.9 | 35.5 | 21.8 |
| Basketball | 12.2 | 24.4 | 20.8 |
| Exercises using machines | 19.8 | 27.4 | 20.3 |
| Football | 28.9 | 37.6 | 15.7 |
| Walks | 43.7 | 23.9 | 13.7 |

The formation and education of the student's personality in the process of physical education can be considered as a process that combines stable objective and subjective social and personal qualities that are developed in the process of physical health care activities and under the influence of the social environment. Therefore, the development of physical qualities of students in the process of physical education requires the formation and education of such components as needs, interests, motives, knowledge, will, faith, beliefs, ideals and other regulators of behavior and activity of the individual.

CONCLUSIONS.

The development of the motivational value-based attitude of students towards physical education is significantly influenced by the orientation of the educational process in physical education which is a system of organically united personality needs, interests, values that determine the main directions, motives of behavior and activity, thoughts and actions in the course of physical education classes.

The formation of motivational value-based attitude to physical education requires qualitative changes in the system of value orientations of the students' personality (thoughts, feelings, value orientations, needs, interests, that is all that constitutes the content of personality orientation); the student's awareness and acceptance of the healthy lifestyle phenomenon as a necessary condition of life; the student's sense of the ability to create and consistently implement one's own program of physical self-development and self-improvement; an active need for self-development of their own organism and personal health improvement, obtained in the process of physical education in HEI.

The studies conducted showed that:

- The main motives that encourage students to exercise are taking enjoyment in classes, the health improvement, modern equipped sports facilities.
- 42.4% students do not like traditional physical education classes.

- 42.6% students attend physical education classes only to pass an exam, 36.8% – to improve their physical fitness and working capacity.

- Among the factors that influence the students' attendance of physical education classes negatively, respondents identified improper sports facilities (the lack of possibility to take a shower after classes) (53.8%), violations in the methodology of teaching (20.8%).

- The main factors contributing to the positive attitude of students to physical education classes were the responsibility and discipline of a teacher (45.2%), taking enjoyment in classes (44.2%).

- The main forms of physical education which students prefer are scheduled classes (38.1%) and classes in sports sections (25%).

- The majority of students prefer training at the stadium (35%), using sports games (33.5%).

- 48.5% students are not satisfied with their level of physical fitness.

- 93.4% students see benefits of physical education classes for their own health, the improvement of mental and physical capacity, the formation of readiness for future professional activity, but the majority of them do not take physical exercises on their own.

- 28.7% students exercise only once a week, 22.4% – twice a week, 24.8% – three times a week or more, 11.9% – two or three times a month, 3.6% – do not exercise at all.

- The main reasons that prevent students from exercising independently are the lack of free time (57.4%), laziness (37.6%), the lack of proper conditions for conducting classes (23.4%).

- 79.7% students believe that physical activity promotes emotional up rise and well-being;

- Martial arts, wrestling and power sports (powerlifting, kettlebell lifting, athleticism) are the most popular sports which students would like to perform after studying.

In general, the results of the conducted research show that there is the lack of motivation of the student youth of Ukraine for traditional physical education classes that leads to a low level of the physical fitness and health of future specialists.

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