

DYNAMICS OF PERSONAL DEVELOPMENT ON HEALTHY STUDENTS

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Annotation. The aim is to study the effectiveness of different physical training for the relatively healthy students. The study involved 1004 students. The directions of development of the students' positive personal qualities. Found that the positive development of personality of students observed mostly on the first and third year than in the second. Could not find significant differences between the growth estimates of development of personality traits of students in classes in the sample program and the program specializations. Found that the rate of development of students' personality traits minor: the average growth estimates for core positive personal qualities for 3 years does not exceed 10% of the maximum possible level. Recommended in the classroom more emphasis on developing positive personality traits. It is shown that special attention should be paid to the development of emotional stability of students and their tolerance towards other people.

Keywords: personality, students, physical education, specialization, development.

Introduction

In the process of study at higher educational establishment (HEE) student not only receives knowledge but also develops as a personality. In order to increase the level of graduates' preparedness, it is necessary to give students the opportunity to develop personalities more intensively. Qualitative training of specialists at HEE includes development of students' positive personality's qualities, which would ensure effective solution of students' problems. It is necessary to develop and implement in educational process new effective technologies, facilitating development of student's harmonic personality.

In our HEE during several years, new principle of students' main group physical culture training's organization is applied. Students can chose either general physical training, or one of specializations (power training, swimming, shaping, fitness, outdoor games) in compliance with their preferences of one or other direction of physical culture and attend trainings as per schedule of this specialization and developed for it curriculum. Such approach permitted to increase students' interest to physical culture and to reduce missing of classes. However, the question how such organization of physical culture training process influences on development of students' personalities is still not answered.

Recent years quite a lot of scientific works on different kinds of sports and health improving systems have been appeared (as example works [2,6,8, 9] can serve, there are generalizing works, devoted development of physical [3, 7] and psycho-physical [3] abilities of students of different specializations. However these works do not contain studying of student's personality's development in the process of physical training. Some authors research formation of professionally significant qualities of students of different specialties by means of physical culture (the works by N.A. Aleshev [1] are the closest to the topics of our HEE However, these authors do not regard the question of student's personality's development with different variants of physical culture training: by typical program and by specializations.

The regarded above variants of physical culture training are attended by the students, who, by the state of their health, were related to main or preparatory groups. As far as many of them have some diseases we shall call them relatively healthy students (RHS). In our works [4, 5] we analyzed development of RHS's personalities in the process of their training by typical program of physical culture. However, it is necessary to clear up what has changed for the recent years (i.e. to regard this question in dynamics) and how introduction of specializations has influenced on personalities' development of RHS.

We consider successfulness, ability to achieve aims (personal or put by society) to be the most important positive quality of human personality. Human successfulness is based on other positive qualities of personality, which determine harmonic, creative interaction of a person with environment and himself. The following qualities are related by us to them: positive attitude to life, emotional stability, tolerance to other people, self confidence, activity in life, developed self-consciousness, communicability. Every of the listed eight positive qualities of student's personality is an integral one. It includes several particular characteristics- features of character of a person or his abilities.

In our opinion the following below list of particular characteristics reflects sufficiently completely personalities' integral qualities:

1. Positive attitude to life: ability to learn lessons from troubles, optimism, ability to see positive in any life event, cheerfulness, ability to learn lessons from mistakes.
2. Successfulness: successfulness in study, in business and in personal life.
3. Emotional stability: inner balance, low vulnerability, anxiety, irritability.
4. Tolerance towards other people: ability to understand and accept other people, amicability and low aggressiveness.

5. Self confidence: high self evaluation, ability to take oneself as it is, self confidence, independence, absence of inferiority complexes.
6. Activity: ability to adjust oneself for important actions, activity in life, purposefulness, self organization, responsibility.
7. Developed self consciousness: feeling of own self as personality, understanding of the necessity to work with oneself, ability to be aware of own state, self control, ability to relax without any additional relaxants (alcohol and etc.), ability to release from negative emotions.
8. Communicability: ability to find friends, relaxedness in communication.

In the process of study at HEE students personalities' positive qualities somehow develop. We shall consider positive personalities' qualities those, with which the extent of development of human above listed eight positive personalities' qualities increases.

During several years we have researched positive personalities' changes of students in the period of their training at faculty of physical culture and sports. In the present work, in order to clear up the dynamics of students' personalities' development, we carried out comparative analysis of some final results, which were obtained in the researches for 2001-2004 (when all PHS were trained by single physical culture program) and 2008-2012 (when students had right to chose either typical program on physical culture or specialization programs).

Modern changes in Russian society, which are directed to humanization and democratization of higher professional education inclusive, require creation of scientifically grounded system of formation of professionals, who would be able to creatively work in certain conditions. One of HEE main tasks is formation of initiative, moral, enterprising and independent personality of a specialist, which would be ready for personality's development. Perfection of educational process of physical culture is an important task. In our HEE, new approach to organization of physical culture training of RHS (trainings by specializations) is applied. The research of students' personalities' development with different variants of physical culture trainings' organization is an important practical task.

The works has been fulfilled as per plan of scientific & research works of Siberian state aero-space university, named after academician M.F. Reshetniov.

Purpose, tasks of the work, material and methods

The purpose of the work is to study effectiveness of different physical culture trainings for RHS and its probable dynamics for clearing up of development of students' personalities' positive qualities.

The tasks of the work:

1. To carry out comparative analysis of positive personalities' changes of RHS, who were trained in physical culture during 1-3rd years of study: a) by usual program; b) by the programs of specializations.
2. To carry out comparative analysis of positive personalities' changes of RHS in the periods of 2001-2004 and 2008-2012.

The material of the researches. For the research we selected the students, who actively attended physical culture trainings. They were combined in different groups, who studied at HEE in 2001-2004 and in 2008-2012. These groups are designated as follows: (below, in brackets the sample sizes are given for groups 2001-2004 and 2008-2012 correspondingly): 1, 2, 3 – RHS 1 (146 and 108 persons), 2 (163 and 60 persons), 3 (46 and 135 persons) of students, who attended typical physical culture trainings; 1c, 2c, 3c – RHS 1 (108 persons), 2 (66 persons), 3 (101 persons) of students, who attended specialized physical culture trainings in 2008-2012. In total, 1004 persons took part in the research.

The methods of the research.

1. Questioning. The questioning of students was carried out at the end of the relevant academic year. In the present research an evaluating questioning was applied.

Many of young people can hardly evaluate the level of their integral positive personalities' qualities' development. However, most of people can rather easily estimate how developed particular features of character or abilities they have and, more over, to what extent they changed for a certain period of time. That is why with questioning of students, we included particular characteristics of eight integral positive qualities of personality in arbitrary order in the list of questions and requested them to estimate the level of development of any of particular characteristics by scale from 0 to 10 points at the beginning and at the end of study period.

2. Primary mathematical processing of results of every student's questioning.

Table

Mean growth of points of students' positive personalities' qualities for the period of study

Personalities' qualities	Years	Growth of points in groups, $\pm(0-10)$ points						Important significant correlations		
		1	1c	2	2c	3	3c	For every period of time	Dynamics	
Positiveness	1	2001–2004	0,6	–	0,6	–	1,0	–	'3' > '1', '2'	'11' > '12'; '21' > '2c'
	2	2008–2012	0,3	0,4	0,5	0,3	0,8	0,8	'3', '3c' > др., '2'*	
Successfulness	1	2001–2004	0,1	–	0,6	–	1,1	–	'3' > '1', '2'	'21' > '2', '2c'; '31' > '32', '3c'
	2	2008–2012	0,0	0,0	0,2	0,1	0,6	0,5	'3', '3c' > др.	

Emotional stability	1	2001–2004	-0,1	–	-0,1	–	0,0	–	‘1’= ‘2’= ‘3’	
	2	2008–2012	-0,3	-0,2	-0,1	-0,3	-0,1	-0,1	–	
Tolerance	1	2001–2004	0,2	–	0,2	–	0,6	–	‘3’> ‘1’, ‘2’	‘31’ > ‘32’
	2	2008–2012	0,1	0,0	0,1	0,1	0,2	0,4	‘3c’ > все, кр. ‘3’	
Self confidence	1	2001–2004	0,6	–	0,7	–	1,0	–	‘3’> ‘1’, ‘2’	‘21’ > ‘2c’
	2	2008–2012	0,4	0,5	0,5	0,4	0,7	0,8	‘3’*, ‘3c’ > ‘1’, ‘2c’	
Activity	1	2001–2004	0,5	–	0,6	–	1,0	–	‘3’> ‘1’, ‘2’	‘31’ > ‘32’, ‘3c’
	2	2008–2012	0,3	0,4	0,5	0,5	0,7	0,6	‘3’* > ‘1’, ‘1c’	
Self control	1	2001–2004	0,5	–	0,6	–	1,0	–	‘3’> ‘1’, ‘2’	‘31’ > ‘3c’
	2	2008–2012	0,3	0,4	0,6	0,6	0,9	0,6	‘3’ > (все)	
Communicability	1	2001–2004	0,8	–	0,9	–	1,0	–	–	‘21’* > ‘2’, ‘2c’; ‘11’ > ‘12’, ‘1c’
	2	2008–2012	0,4	0,4	0,6	0,6	1,2	0,8	‘3’ > (все); ‘3c’ > ‘1’, ‘1c’	

First of all we calculated the difference between initial and final points of every particular characteristic of each integral positive quality of personality – growth of points for the period of study. If particular characteristic was negative (for example “aggressiveness”), than as a corresponding positive mark we took value 10-N, where N – extent of development of negative particular characteristic.

Then, for every from eight integral positive qualities of student’s personality we calculated mean values of points’ growth of different personality’s qualities, which were his manifestations.

3. Statistical methods of data processing: 1) calculation of mean values of points’ grows of main integral positive qualities for every group of the questioned; 2) estimation of confidence of differences between mean values by t-criterion of Student. Differences were estimated as significant with significance level less than 0,05 and were interpreted as a trend to difference with significance level more than 0,05, but less than 0,15 (in the table these cases are marked with asterisk). The values were considered equal with significance level more than 0.75.

Results of the researches

Below we presented a final table of mean points’ growth of above mentioned eight main positive personality’s qualities’ development of relatively healthy students of 1-3 year of study for the relevant period of study.

Legend of the table: oth.. – other; bs. – besides; in the last graph of the table sign «’» marks the data of mean points’ growth of personalities of the relevant year students. For example, «’1’» means “the data of group 1, i.e. 1st year RHS, who were trained by typical program, «’1c’» marks “the data of group 1c, i.e. RHS of the 1st year, who were trained by one of the specializations” and so on. Figures 1 and 2 after main designation mean correspondingly “first period of study, i.e. 2001-2004” and “the second period of study, i.e. 2008-2012”. For example, «’11’» means “data of group 1, i.e. RHS of the 1st year of study in 2001–2004”.

The questioning of students showed the following:

1. Positive personality’s changes are manifested to some or other extent by students of all years of study both in 2001–2004 г., and in 2008–2012. In both periods of time final marks of six from eight main positive personality’s qualities of students (except emotional stability and tolerance to other people of 1st and 2nd year students) are significantly higher than initial. Final marks of tolerance to other people of the 1st and 3rd year students in 2001–2004 г. were higher than initial as trend (significance level of difference 0,14 and 0,07 correspondingly), initial and final points of tolerance of the 2nd year students differed insignificantly. In 2008–2012 г. final points of tolerance were significantly higher than initial only of the 3rd year students, who were trained by specializations.

We can conclude that in the process of training of 1-3 years students, personalities of RHS develop. However the rate of this development, by self estimation of students, is little (mean growth of points of personality’s main positive qualities for 3 years of study does not exceed 10% from maximal possible level).

2. All personality’s positive changes of RHS of the first and second years of study differ insignificantly both in 2001-2004 and 2008-2012. For 6 positive qualities of personality from 8 (except emotional stability and communicability), the growth of positive characteristics of third year students is much higher than of 1st and 2nd years RHS in 2001-2004; in 2008-2012 – for 7 (except emotional stability). It means that connection of RHS personality’s positive development with period of study is non-linear; positive development of students is observed at the first and the third years of study is better than of the second year students. The biggest changes of main personality’s positive qualities were manifested by RHS of the third year of study, independent on the program, by which they were trained.

3. Both in 2001-2004 and 2008-2012 RHS of all years of study did not manifest development of one positive quality – emotional stability. The growth of points for emotional stability for all students is the same and is close to zero; in 2008-2012 it differ insignificantly. It means that the level of psychological stability of RHS does not change during study at 1-3 years.

4. In recent years very important indicator of humanistic orientation of personality – tolerance towards other people-of 1st and 2nd years RHS have not changed (independent on physical culture program). Significant growth of this quality (by self-evaluation) was shown only by the 3rd year students, who were trained by specialization of physical culture.

5. We also could not find significant difference between the growth of points for development of personality's qualities of RHS, who were trained by typical program) and for RHS of the same year of study, who were trained by the programs of specialization; for students of the first and second years of study it is valid for all personality's qualities and for the third year students – for 6 from 8. May be it is connected with small size of samples for groups, which were trained by specializations. We hope, the further research will permit to clear up, which variant of physical culture training facilitates development of student's personality best of all.

6. Comparing data for 2001-2004 and 2008-2012 we can notice that there is a negative dynamics of points' growth of personality's positive qualities' development. For three qualities, points of 1st and 2nd years students are much lower in 2008-2012 than in 2001-2004; concerning the 3rd year students, the points of both variants of physical culture training differ insignificantly. For other three qualities from eight the points of their growth is much lower in 2008-2012 than in 2001-2004; concerning the 3rd year students – they are lower either for one or for both variants of physical culture training. With it, the points of 1st year students or of the 1st and 2nd year students of both variants of physical culture training differ insignificantly. It means that in recent years studying at HEE, at faculty of physical education and sports inclusive, has been developing personality of students to the less extent than 10 years ago. Educational process of HEE shall be improved in the aspect of development of students' personality.

Summary

1. With any variant of physical culture training of 1-3 year RHS, students' personality develops to some extent.
2. Connection of RHS personalities' development with period of study is non-linear; to higher extent positive development of students is observed at the first and the third years of study than at the second. The biggest changes of main positive personality's qualities are manifested by RHS of the third year of study, independent on the program, by which they are trained.
3. In the aspect of personality's development physical culture specialized trainings are not more effective than typical physical culture classes.
4. At physical culture trainings for RHS it is necessary to pay more attention to the questions of personality's positive qualities' development. Special attention shall be paid to the development of students' emotional stability and their tolerance towards other people.

In the present work we have carried out analysis of development of personality's positive qualities of RHS, who were trained by typical physical culture training and, in average, by specialization programs, without paying attention to every separate specialization. The samples of groups, which were trained by specializations programs, were too small to obtain confident data about personality's development of these students for 1, 2 or 3 years of study. In the nearest 1-2 years it is necessary to conduct questioning of students with increased samples' sizes in order to have opportunity to work out recommendations on perfection of physical culture educational process in the aspect of development of students' personalities' positive qualities. Besides, it necessary to carry out analysis of dynamics of positive personality's qualities' development of special health groups' students, who are trained in-class and out-of-class by special program.

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