

**International Scientific and Practical
Conference
"WORLD SCIENCE"**

№ 7(23), Vol.5, July 2017

**Proceedings of the
III International Scientific and Practical Conference
"Topical researches of the World Science"
(June 28, 2017, Dubai, UAE)**

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Founder –
ROSTranse Trade F Z C
company,
Scientific and Educational
Consulting Group
"WORLD Science", Ajman,
United Arab Emirates

<http://ws-conference.com/>

Publisher Office's address:
United Arab Emirates, Ajman

Amberjem Tower (E1)
SM-Office-E1-1706A

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PHYSICAL EDUCATION AND SPORT

GENDER DIFFERENCES IN FORMING VALUES OF YOUTH

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Abstract. *We consider that at the present stage of science researches, in context of reforming a branch of physical culture, there is a necessity to pay attention to particular qualities of gender and age to build essential motivation for going in for sport. However, according to our analysis of scientist sources, integrity science researches about this topic have not been found. That is why our research has been started.*

Keywords: *physical culture, gender, motivation, sport, physical activity.*

Introduction. Drastic changes taken place in the content, forms and work methods of physical education in higher educational establishments have conditioned first of all to consider the personality of a student as the center of any work, to take into account their health level, physical development, the level of physical form in the context of modern tendencies to differentiate and humanize physical education on the basis of the person-centered approach. One of the tasks put to higher education has become very topical. This task focuses on forming values of physical culture, responsible attitude to physical and health-improving activities as ways to preserve and promote health.

Meanwhile, higher education must solve another important social problem that is to form a new intellectually and physically developed personality who has developed gender awareness as to their rights and possibilities realization (11).

Nowadays, the sphere of physical education and sport is one of the most favorable to research gender issues. It is important to reveal the role of gender approach in physical education to form values of physical culture of young people.

The analysis of professional literature proves that contemporary state of physical culture shows gender approach contradictions of physical culture which by its character includes life interests and psychological differences of young boys and girls into the educational process that is one of the conditions to form gender culture in the society (6,7).

Researchers pay attention to the fact that preference a movement component (physical development, physical fitness and etc.) to intellectual and social-psychological one is one of the main reasons why physical culture does not necessarily become an essential need of everybody (V.M. Vydrin, 1996). So, first of all, we suggest working with spiritual world of the man, their views, knowledge and skills, emotional attitude and values. (4)

The topicality of the gender approach (from gender – social-cultural sex) in the active sphere of modern physical culture is of no doubt. It gives a possibility to look anew at the person's peculiarities which depend on their sex. The educational tasks with account of gender range of problems are defined in the works of T. Hovorun, O. Kikinezhdi, L. Tatarintseva and etc. The problems how to improve the content of physical education are described in the works by T. Krutsevich, N. Moskalenko, N. Pangelova. Motivation to physical exercises and the role of personal physical culture in the hierarchy of youth's values are studied in the research of T.Y. Krutsevich, G.V. Bezverkhnia, O.Y. Marchenko, M. Sainchuk.

The goal of this work is to study gender differences to form students' values of physical culture.

In order to solve the set tasks the following **research methods** have been used: the theory analysis and general conclusion of the data of scientific methodological literature, surveys, statistical processing of the research results.

The research results and their discussion. This research is done in the plane of the theme approved by the Ministry of Education and Science of Ukraine: code number 1.2 F. «Historical and organizational methodological principles to form gender approach of physical education of children, teenagers and youth» № 0117U002386 UDC 796.011.3 053.2 / - 53.7:159.922.7.

To analyze age dynamics of gender differences of boys and girls in forming physical culture values the research was done stage by stage with different age range groups of respondents.

The survey of 1 year students of Poltava University of Economics and Trade included 16 boys who went in for athletic gymnastics and 35 girls who were in a special medical group after the medical examination.

In order to study gender peculiarities of the students' formed values of the HEE in the sphere of physical education and sport the respondents were surveyed. The results analysis of the students' survey shows varied interests of young boys and girls at their free time. The main difference is the position taken by the interest in the rating (table 1).

Table 1. Students' interests at their free time

№	Answer variants	Department of the HEE			
		Athletic gymnastics (boys) n = 16		Special medical group (girls) n = 35	
		Mean value (x)	Rating (R)	Mean value (x)	Rating (R)
1	Communicating with friends	4,375	2	4,171	2
2	Reading books	6,625	6	5,629	4
3	Playing musical instruments	8,533	11	6,735	9
4	Listening to music	4,75	3	3,914	1
5	Going to discos	6,688	7	6,686	8
6	Going in for sport	3,875	1	6	5
7	Learning a foreign language	7,5	9	5,2	3
8	Playing computer games	5,875	4	6,057	6
9	Painting	10,53	12	7,314	10
10	Going in for technical devices	7,875	10	8,559	13
11	Watching TV	7,063	8	7,618	12
12	Helping parents	6,25	5	6,286	7
13	Doing traditional crafts	12,2	14	7,471	11
14	Other	11,67	13	9,257	14

Improving the level of physical training refers to the needs meeting of which is a strong reason to be physically active due to which these needs are satisfied (3). It is positive that according to the boys' survey the first position among the suggested types of leisure is taken by sport which is an alternative to smoking, drinking and drug addiction. It can be explained by the fact that «young boys pay much attention to how much their body looks like a stereotype model ...» (7).

Second in the rating was «communicating with friends» given as the answer by the boys. The priority group included the 3^d position – «listening to music», 4th – «playing computer games» and the 5th position – «helping parents». Unfortunately, «reading books» took only the 6th position. The last in the rating were «learning foreign languages», «watching TV», and «going in for technical devices».

The priority interest for the girls at their free time were listening to music, communicating with friends, learning a foreign language and reading books. «Going in for sport» took only the 5th position. Though that type of leisure is not the first in the rating but it is included in the priority group of interest.

According to the scientists' research it appears that the most important reason for people to do physical exercises is their desire to improve health. In our opinion the fact that the girls, who were in the special medical group because of their health condition, place «going in for sport» 5th in the rating proves that they are aware how human health condition depends on systematic doing physical exercises.

The rating of all interests is as follows: 6th position – «playing computer games», 7th position – «helping parents», and 8th one – «going to discos». It is strange but «helping parents» took the 5th place in the boys' rating, and the 7th in the girls' one. However, girls spend more time on «learning foreign languages» than boys. It may probably be connected with a further practice abroad to meet particular professional needs.

Having analyzed the students' answers to the questions we can note some common interests which belong to the priority group for boys and girls. They are such leisure activities as communicating with friends and listening to music. In general types of activities boys and girls pursue at their free time do not coincide. We consider it positive that girls who are in the special medical group do physical exercises. It proves that people with health disorders are aware how important this value for them and they find it necessary to spend some of their spare time to do physical exercises to promote physical form and improve health level.

In M.S. Kagan's opinion the people's system of values is formed while they are involved into everyday or game practice and then it is fixed or changed, or even drastically transformed depending on their daily routine changes (6).

Under the content of physical culture values we should understand peculiarities of the culture components, first of all, awareness, feelings and behavior which let the person satisfy their needs and serve as landmarks of social and professional activity directed to achieving a socially significant goal (9). The value aspect of physical culture is a wide range of material and spiritual values created on purpose in order to improve the person physically.

To our mind, to research how young people's values are formed in physical culture firstly, it is necessary to understand what human values appeal to students in general. Secondly, if there is a difference between boys and girls when they chose I personality's features and which they value most of all.

In the survey the students were asked to place personality's features which they value most of all in people by the rating. (table 1.2)

Table 2. The features valued by students most of all in people

№	Answer variants	Department of the HEE			
		Athletic gymnastics (boys) n = 16		Special medical group (girls) n = 35	
		Mean value (x)	Rating (R)	Mean value (x)	Rating (R)
1	Attractive appearance	5,38	5	4,57	2
2	Friendliness and sociability	4,88	3	4,37	1
3	Intelligence and a wide range of interests	6,06	6	4,66	3
4	Smart clothes	8,13	9	6,06	7 *
5	Ability to behave in public	5,31	4	5,40	4
6	Physical strength	4,31	2	6,63	8
7	Ability to achieve the goal by any means	4,25	1	5,97	6
8	Uncompromising attitude	7,88	8	7,17	11
9	Brutality and categorical attitude	9,31	12	7,31	12
10	Ability to bring others under control	8,69	11	6,91	10
11	Gentleness and ability to change the point opinion	8,19	10	6,62	8
12	Adventurism and impudence	10,9	13	7,71	13
13	Optimism and balanced attitude	7,06	7	5,77	5

The analysis of students' survey shows how far the personality's features differ according to the students' opinion. The boys who go in for athletic gymnastics mentioned as the most significant the following features: 1th position – «ability to achieve the goal by any means», 2nd position – «physical strength», 3d position – «friendliness and sociability». The priority group also included such personality's features as «ability to behave in public», (4th position) and «attractive appearance» (5th place). Such distribution may be explained by the fact that the boys go in for athletic gymnastics and spend much time on their physical improvement.

The girls mentioned the other personality's features which appealed to them. They were placed as follows: the first position – friendliness and sociability, the second position – attractive appearance, the third position – Intelligence and a wide range of interests, the fourth place – ability to behave in public, and the fifth one – optimism and balanced attitude.

The achieved results made it possible to determine gender differences at choosing human features which are valuable for the HEE students. The most significant with a medium degree of expression is «physical strength» which was placed second by the boys and included into the priority group and it was placed only at the 8th position by the girls. The 1st place in the boys' rating among individual features is «ability to achieve the goal by any means». Whereas in the girls' rating it is only at the 6th position. Unanimous opinion can be seen among the «refused values» (according to the distribution of M.S. Yanitskiy). «Ability to bring others under control» took the 11th position in the boys' rating and 10th place in the girls' one, «brutality and categorical attitude» (12th position), «adventurism and impudence» (13th position). But the described hierarchy of the personality's features is of time depending (temporal) character because that here prevail students' pragmatic not romantic intentions. It is of interest that such feature as «ability to behave in public» was included in the priority list by both boys and girls. In the rest of the features we can observe a slight difference between boys' and girls' preferences.

Conclusions. The achieved results of the scientific experiment give us the right to say that there is significant gender difference between the way how student boys' and girls' value guideline are formed which

has a direct impact on their general attitude to physical education and sport. Taking into consideration all said above we find it reasonable to continue gender research in the sphere of physical culture and sport the results of which can become the theoretical foundation for the concept of gender approach in physical education of youth. In this case we consider a gender approach not from the point of gender policy of men's and women's equal rights but from the point of studying their psychosocial peculiarities to arrange adequate organizational methodological conditions in the process of physical education.

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