

Health-saving factors of youth responsibility formation at physical training and recreational establishments

Czynniki prozdrowotne sprzyjające kształtowaniu się odpowiedzialności młodzieży w ośrodkach sportu i rekreacji

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SUMMARY

Aim: The study is the validation and experimental checking of efficiency of health saving factors of youth responsibility formation at physical training and health establishments.

Materials and Methods: To achieve the aim and accomplish the tasks of the research a system of general scientific methods was used: interpretation and theoretical methods – analysis, synthesis, comparison and correlation; categorical oppositions and extension; empirical. Ethic committee of Poltava V. G. Korolenko National Pedagogical University does not have any remarks regarding usage of research methods.

Results: The problem of responsibility formation as a moral and ethical, social and educational category is analyzed and the specific features of its formation at the juvenile age are defined; environmental influence factors on youth responsibility formation are established. After the formative stage of the experiment the positive dynamics of youth responsibility formation levels in experimental groups is fixed; it is confirmed that the dynamics in experimental groups is significantly higher than in control groups.

Conclusions: To sum up it should be noted that a problem of healthy lifestyle is considered to be a national problem that requires the development of health saving technologies that allow having an influence upon habits, behavior stereotypes and values of the people which lead to the realization of the necessity of health care. The use of the indicated technologies in the social field (in particular, in physical training and sports) can have the material effect upon the formation of social need for health improvement and increasing of motor activity level as a key component of healthy lifestyle.

Key words: responsibility, responsibility formation, physical training and recreational establishments, personal-forming environment

STRESZCZENIE

Cel: Celem pracy była walidacja i eksperymentalne sprawdzenie skuteczności czynników prozdrowotnych w kształtowaniu odpowiedzialności wśród młodzieży w ośrodkach sportu i rekreacji.

Materiały i metody: Aby osiągnąć cel i zrealizować zadania badawcze, zastosowano system metod ogólnonaukowych: interpretacji i metod teoretycznych (analiza, synteza, porównanie i korelacja), kategorię przeciwwstawiania i rozszerzenia oraz badań empirycznych. Komisja etyczna Narodowego Uniwersytetu Pedagogicznego im. V. G. Korolenki w Poltavie nie zgłosiła żadnych uwag dotyczących stosowanej metodyki.

Wyniki: Analizie poddano problem kształtowania się odpowiedzialności jako kategorii moralnej i etycznej, społecznej i wychowawczej oraz określono specyfikę jej kształtowania się w wieku młodzieńczym; w tym czynniki środowiskowe wpływające na kształtowanie się odpowiedzialności wśród młodzieży. Po fazie formatywnej eksperymentu ustalono pozytywną dynamikę poziomów formowania się odpowiedzialności młodzieży w grupach eksperymentalnych. Potwierdzono że dynamika w grupach eksperymentalnych była znacznie wyższa niż w grupach kontrolnych.

Wnioski: Problem zdrowego stylu życia uważany jest za problem narodowy, który wymaga rozwoju metod sprzyjających poprawie stanu zdrowia. Metody te pozwolą wpłynąć na przyzwyczajenia, stereotypy i wartości ludzi i tym samym umożliwią realizację zadań w zakresie opieki zdrowotnej. Wykorzystanie wskazanych metod w sferze społecznej (w szczególności w treningu fizycznym i sporcie) może mieć istotny wpływ na kształtowanie się społecznej potrzeby poprawy stanu zdrowia i podniesienia poziomu aktywności ruchowej jako kluczowego elementu zdrowego stylu życia.

Słowa kluczowe: odpowiedzialność, kształtowanie odpowiedzialności, ośrodki sportu i rekreacji, środowisko kształtowania osobowości

INTRODUCTION

Nowadays social, economic, scientific and technical progress leads to actualization of the sequence of tasks in the field of education that are aimed at personal training for active labor and social activity, and makes educators interpret traditional educational systems taking the current realities into consideration. The present-day normative documents emphasize the acuteness of the problem of youth formation of discipline, thoroughness, industriousness, conscientiousness, careful attitude to all types of property, ability act according to the norms of democratic society, etc. That's why the educators nowadays pay more attention to the formation of diversified, active person who is capable of objective perception of oneself and the world around, constant self-perfection, self-control, effective interaction with other people and social environment, analyzing own actions and having charge of them. Since a responsibility is an integral personal characteristic, essential for vital activity of a person as an individual and a social being. Taking responsibility a person finds self-actualization in effective for society way, committing an act which has a positive impact for the society and for the proper person. But the person is able to come to the adequate conclusions and fulfil them only when he/she is ready for it and has an experience of responsible acting in educational environment.

At the same time academic sources don't have any research studies on the problem of formation of youth moral and ethical qualities, in particular on the problem of formation of youth responsibility at physical training and recreational establishments as the establishments of physical training and sports which work on physical aspect basis and don't diminish the weight of educational tasks on basis of system, scientific and methodically valid content. The specific features of formation of youth responsibility for own physical state are investigated by O. Zvaryshchuk who carried on a series of researches on the most important problems of the society that is youth health-saving and health-improvement (O. Vakulenko, A. Holoborodko, V. Horashchuk, T. Denysovets, H. Kryvosheieva, O. Svyrydenko and others). However there are no research papers on the youth responsibility formation as an integrated personal characteristic in the context of physical training and recreational activity out of educational environment.

AIM

The aim of the research is the substantiation and experimental validation of health-saving factors of youth responsibility formation at physical training and recreational establishments on the basis of theoretical analysis.

MATERIALS AND METHODS

To achieve the aim and accomplish the tasks of the research a system of general scientific methods was used: interpretation and theoretical methods – analysis, synthesis, comparison and correlation – to investigate literary sources, normative documents and experience of educational activity at schools and educational establishments that act as physical training and recreational ones; determine the productive approaches to decision on a matter of youth responsibility formation;

categorical oppositions and extension – to determine the research terms framework; draw research conclusions and conceptual definition; empirical – observation, interview (questionnaire) and testing – to define the significant indicators of youth responsibility formation; educational experiment (summative and formative assessment) – to verify the efficiency of determined educational conditions; statistical – to process and appraise the experimental research data; for data systematization and generalization; data demonstration methods – to document the research results and present the findings to learned society. Ethic committee of Poltava V.G. Korolenko National Pedagogical University does not have any remarks regarding usage of research methods.

RESULTS AND DISCUSSION

From the functional point of view, a responsibility is “a personal characteristic which is shown in different forms of personal control of own activity and reflects social, moral and rightful attitude to society that is marked by acceptance of moral and legal framework, personal duty, role prescription and availability for giving an account of own actions” [1]. It is one of the significant factors of personal availability for social performance.

In the context of our research the responsibility is considered to be a personal characteristic which shows the interdependence of a person and social environment. It ensures the realization and submission to the main moral values that are necessary for social interaction and reflects in conscious psychologically and socially mature behavior, constructive in essence and socially positive in its form.

Youth responsibility formation is caused by two types of interrelated factors that can be conditionally divided into external and internal. The internal factors include the realization of direct need for fulfilment of responsible behavior demands (pragmatic approach to self-organization) and corresponding views formed on the value basis (axiological approach). The external subjective motive factors include the demands of teachers and parents default on which leads to punishment; the external objective motive factors include the system of relations the witness or participant of which is the adolescent and which this adolescent can analyze to use own conclusions as a basis for personal life organization [2-4].

Physical training and recreational establishments have high potential for youth responsibility formation. One of the education substance reforming tasks is the contribution to youth physical and mental health; however an important task of physical training and recreational establishments is an influence on child's personality which under the conditions of collective (group) activity gets new opportunities. Physical training effects much on youth formation of value orientation toward the health and healthy lifestyle culture, formation of habit and need for regular physical training and sports activity, aspiration for achievement of optimal health level, physical development, motor activity, moral and volitional personal characteristics and psychological training for active lifestyle, professional activity and defense of motherland. The conditions under which physical training and recreational

work is done are considered in the research to be the most favorable for the formation of personal characteristics of social importance among which the responsibility to oneself and the other subjects of social interaction is of special importance. Youth interest in the indicated field fulfils in aspiration to combine leisure activities and need for self-improvement, body perfection and, at the same time, gaining the experience of interaction in the group of like-minded people who are to some extent always connected with the adolescent by the relations of moral and social responsibility [4-6].

Physical training and recreational establishments (centers, complexes, clubs, studios, etc.) are physical training and sports establishments which carry out physical training and recreational activity. In our research they are considered to be the centers of healthy lifestyle, formation of health-saving skills and habits by bringing in physical training and sports activity, public physical training and recreational events, as well as by personal-forming effect of the training in groups headed by educator and coach whose interaction with students is aimed at technical training and educational aspects.

The youth responsibility formation at physical training and recreational establishments is considered to be the purposeful process of formation of conscious and voluntary control of actions, ability to coordinate behavior and personal needs with social framework and availability for taking on responsibilities which is provided by organized different types and forms of educational activity conducted by educators and trainers considering the external influences of social and educational environment of the establishment and internal needs of youth.

The analysis of the structure of responsibility as a personal characteristic resulted in determination of the criteria of the evaluation of quantitative and qualitative characteristics of youth responsibility formation: value and motivation; content; procedure; personal-forming.

Among the indicators for value and motivation criterion are the acceptance of responsible behavior, acknowledgement of its importance in human life and society; the indicators for content criterion are the realization of the essence of responsibility as a trait of character, its personal and social importance. Procedure criterion is marked by mastering the skills of responsible behavior; personal-forming criterion is characterized by the acceptance of responsible behavior as personal standard. The indicated criteria and indicators made it possible to single out the following youth responsibility formation levels: low ("infancy" complex characteristic); mean ("pragmatic situativity" complex characteristic); high ("systematic character" complex characteristic).

The summative stage of the experiment resulted in determination of the fact that youth contingent under investigation is characterized by the following responsibility formation level distribution: high level showed by 15,1% of respondents; mean – 52,1%, low – 32,8% (experimental group). The levels in the control group don't differ much – they are equal to 15,8%, 53,1%, 31,1%. The research made it possible to establish a fact that in juvenile age the problem of responsibility formation as personal feature connected with self-control is objectively and subjectively topical and under-researched in general educational

practice. It is noted that personal-forming potential of physical training and sports activity is not fully realized inasmuch as its topicality in responsibility formation was not mentioned by the coaches often enough.

The summative experiment showed the increase of effectiveness of the indicated educational conditions of youth responsibility formation at physical training and recreational establishments (organization of communication environment that is favorable for responsible relations; development and adoption of learner-centered model of educational interaction of coach and youth at physical training and recreational establishment; assurance of adolescent self-expression in the context of leisure activity). Its basis is formed by the author method which represents the purpose of educational influence upon youth responsibility formation at physical training and recreational establishments (that meet the fixed responsibility components) and describes the structure of the process of its implementation – cognitive, active and reflexive units. Content of every unit is focused on the indicated educational conditions of youth responsibility formation at physical training and recreational establishments and reflects their main characteristics in the design of purposeful cognitive processes, activity and introspection as the stages of development from educational purpose to specified results.

Education and training process in control groups was conducted at the same time as in experimental groups, but under traditional conditions and in accordance with traditional programs. During this period of time the changes of youth responsibility formation level in experimental and control groups were fixed.

The diagnostics made it possible to show the positive changes fixed during the implementation of methods of youth responsibility formation according to all the determined criteria: value and motivation, content, procedure and personal-forming. Qualitative results converting to numerical values made it possible to get the following research results (Table 1).

The comparison table based on the results gave the opportunity to fix the positive dynamics shown in decreasing number of persons with low responsibility formation level and increasing number of persons with high level in experimental group. Control group showed some positive changes as well but that changes were inessential. The Figure 1 shows the sketched evident difference with provision of homogeneity of both groups according to formative experiment data.

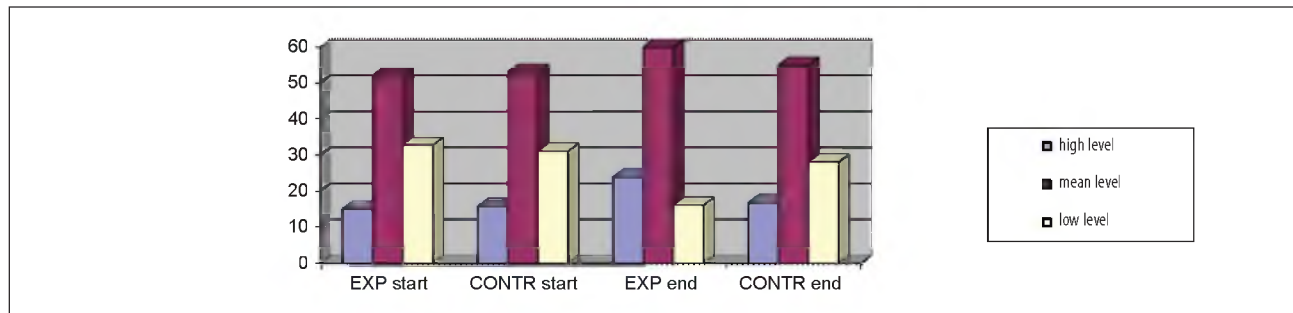
For the validation of the differences between experimental and control groups fixed during formative experiment χ^2 criterion, or Pearson criterion, was calculated. For the calculations the authors used the numerical values showed by all the criteria (Table 2).

Accordingly, the alternative hypothesis got the following formulation: "The assigned educational conditions of youth responsibility formation at physical training and recreational establishments make it possible to get the higher-level results than traditional educational system". The statistical criterion χ^2 is calculated by the following formula:

$$\chi^2 = \frac{1}{n_e n_k} \sum_{i=1}^4 \frac{(n_e O_{ei} - n_k O_{ki})^2}{O_{ei} + O_{ki}}$$

Table 1. Youth responsibility formation level (the end of formative experiment)

Group	High level		Mean level		Low level	
	No. of persons	%	No. of persons	%	No. of persons	%
Experimental	46	23,9	115	60,0	31	16,1
Control	33	16,8	108	55,1	55	28,1

**Figure 1.** State of youth responsibility formation in experimental and control groups at the end of formative experiment**Table 2.** Dynamics of levels of youth responsibility formation at physical training and recreational establishments according to the appointed criteria

Criteria	Formation levels	Start of the experiment				End of the experiment			
		EXP group		CONTR group		EXP group		CONTR group	
		No. of pers.	%	No. of pers.	%	No. of pers.	%	No. of pers.	%
Value and motivation	High	84	43,5	84	42,9	88	45,9	87	44,4
	Mean	56	29,3	72	36,7	86	44,8	74	37,8
	Low	52	27,2	40	20,4	18	9,8	35	17,8
	Total	192	100	196	100	192	100	196	100
Content	High	26	13,5	23	11,7	73	38,0	42	21,4
	Mean	70	36,5	121	61,7	73	38,0	103	52,6
	Low	96	50,0	52	26,6	46	24,0	51	26,0
	Total	192	100	196	100	192	100	196	100
Procedure	High	29	15,2	33	16,8	42	21,9	35	17,8
	Mean	71	37,0	100	51,0	113	58,9	102	52,0
	Low	92	47,8	63	32,2	37	19,2	59	30,2
	Total	192	100	196	100	192	100	196	100
Personal forming	High	22	11,5	27	13,8	33	17,2	29	14,8
	Mean	83	43,2	82	41,8	115	59,9	80	40,8
	Low	87	45,3	87	44,4	44	22,9	87	44,4
	Total	192	100	196	100	192	100	196	100
Total	High	29	15,2	31	15,6	46	23,9	33	16,7
	Mean	100	52,2	104	53,1	115	59,8	108	55,2
	Low	63	32,6	61	31,3	31	16,3	55	28,1
	Total	192	100	196	100	192	100	196	100

where n_e – number of persons in experimental group;

n_k – number of persons in control group;

O_{ei} – number of persons in experimental group in category “ i ”;

O_{ki} – number of persons in control group in category “ i ”;

i – youth responsibility formation level ($i = 1,2,3$, where “1” stands for “high level”, “2” stands for “mean level” and “3” stands for “low level”).

The authors accepted the recommended for educational researches significance level $\alpha=0,05$ [7].

After substitution of youth responsibility formation dynamics data in the above-cited formula the calculations gave the following results:

– for value and motivation criterion T_{approx} (empirical value χ^2) = 6,48;

- for content criterion $T_{\text{approx}} = 11,80$;
- for procedure criterion $T_{\text{approx}} = 6,04$;
- for personal forming criterion $T_{\text{approx}} = 20,08$.

The educational researches the significance level (level of probability of error which lies in non-acceptance of null hypothesis) is accepted as $\alpha=0,05$; at that the critical value (reference value) for the number of degrees of freedom $\nu=2$ is equal to $T_{\text{crit}} = 5,99$ [4].

Since $T_{\text{approx}} > T_{\text{crit}}$ (for value and motivation criterion $6,48 > 5,99$; for content criterion $11,80 > 5,99$; for procedure criterion $6,04 > 5,99$; for personal forming criterion $20,08 > 5,99$), null hypothesis is rejected and alternative hypothesis is accepted for a fact.

Hence, the calculations of χ^2 (with the number of degrees of freedom that is equal to 2) let affirmation of the fact that the use of valid and implemented during the formative experiment educational conditions of youth responsibility formation at recreational establishments in experimental groups gives proven results with more than 95% probability.

Therefore, the facts fixed after the formative experiment prove that the implementation of educational conditions of youth responsibility formation at physical training and recreational establishments promotes increasing of its formation level.

CONCLUSION

The problem of responsibility formation as moral, ethical, social and educational category is analyzed; the specific features of its formation during adolescence are determined; the environmental factors of influence upon youth responsibility formation are elucidated; the educational potential of physical training and recreational establishments as an environment of youth responsibility formation is elaborated; the current state of youth responsibility formation at physical training and recreational establishments is analyzed. The criteria of youth responsibility formation are determined with the following indicators: value and motivation (acceptance of responsible behavior, acknowledgement of its importance in human life and society), content (realization of the essence of responsibility as a trait of character, its personal and social importance), procedure (mastering the skills of responsible behavior), personal-forming (acceptance of responsible behavior as personal standard). According to the fullness of indicators demonstration the authors singled out three youth responsibility formation levels: low ("infancy" complex characteristic); mean ("pragmatic situativity" complex characteristic); high ("systematic character" complex characteristic). After the formative stage of the experiment the authors fixed the positive dynamics of youth responsibility formation levels in experimental groups that was significantly higher than the results of control groups.

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Conflict of interest:

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