

Lyceum Students Attitude to Sound Lifestyle: Sociological Analysis

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Abstract: This paper gives an analysis of lyceum students attitude toward physical education, sports and sound lifestyle. Health condition of general education school students has been an object of scientific scrutiny since as long ago as XIX century. A wide spread of such ailments as myopia, postural disorder, neurasthenia has been noted by doctors of that time. Doctors considered escalation of these ailments from one class to another to be an inevitable consequence of education in schools. These afflictions were dubbed “school ailments”. Their causes have been determined at that time: overwhelming schedules, numerous classes per day, lack of movement for an extended period of time which is not appropriate for an organism of a growing child. Causes for the ailments of schoolchildren have not diminished in number but, on the contrary, grew due to increased informational flow; one also has to factor in that education took a turn for computerization, television has gained an overarching footing in households and children now keep to sedentary lifestyle even more. With that said, children from specialized schools, grammar schools and lyceums are more prone to different pathologies than their counterparts from general education school; health of the former deteriorates faster than of those that are studying in general education schools.

Key words: Analysis • Lyceum students • Physical education • Sport • Sound lifestyle

INTRODUCTION

Health deterioration of schoolchildren stems not only from unfavorable economical, cultural, social and ecological factors in every country and not only from an intensified educational process (while physical and logical faculties of a pupil are not accounted for), but also from violation of existing hygiene standards pertaining to educational environment; uninformedness of teachers in this regard is a contributing factor too [1]. The goal of a modern educational institution lies not only in imparting knowledge of an appropriate scope to children (this scope of knowledge being determined by state standards), but also in giving them a pre-determined level of skills and competence; preservation and, moreover, health promotion of a growing generation are intrinsic to this goal. Pioneering institutes trying to resolve this issue of national importance are health schools that combine educational and health-improvement processes [2]. Since year 2000, Perm Lyceum No 1 has started in working as a “health school”; this end is being pursued while creatively using the amassed experience in health

preservation area and using experience of other Perm schools. We consider it important not only to borrow results of other schools but to research various factors affecting lyceum students’ attitude toward health preservation in educational environment as well; thus, a lyceum performs in goal-oriented, systematical and planned manner. The whole spectrum of influences on lyceum students and sources for these influences have been studied; this study has been performed from the point of view of preserving and promoting psychosomatic well being of schoolchildren since there are various factors that affect psychosomatic well being of the latter. From the standpoint of health preservation, it would be apt to underline health-affecting factors: background, pedagogical, health-improving, juvenile, family and administrative. Background factor - steadily affects a lyceum student during a certain period of time (for example, during a lesson, school day, school year) through organizational and material environment of an educational institution [3]. Optimization of a lyceum’s schedule becomes an asset that promotes health preservation of students. This includes implementation of

trimesters instead of a four term school year; keeping curve chart of daily and weekly learning capacity in mind while drawing up a schedule for classes and extra curriculum activities; introducing weekly physical exercises and dynamical pauses; allotting time for periods when schoolchildren have to stay outdoors. Since the lyceum is located in pinery, this becomes a collateral factor in extending the time of physical activity of the students. Site amenities, maintenance of heating, illumination, water supply, sewer and air ventilation systems contribute to preserving health in educational environment; one also has to mention glass fixtures; creating areas relieving psychophysiological stress; arranging a water consumption schedule is also of importance; health-preservation means also include arrangements geared toward preventive control of improper posture by supplying schools with comfortable furniture that matches anthropometric measurements of lyceum students. This set of measures allows achieving long term health-preservation background influence upon schoolchildren, which creates a positive attitude toward educational process through hygienic and sanitary conditions. Measures that prove a safe stay of lyceum student during educational period is of significant importance: twenty-four-hour security that preserves order both within confines of a building and its outside territory, allowing to identify, prevent and eliminate in a timely manner cases of public order disturbance, maintaining access control, fire safety regulations, to ensure safety of every member taking part in educational process; set of actions ensuring occupational safety and health during classes [4]. The concept of modernisation of the current educational system entails a higher quality of lyceum students education in accordance with the up-to-date requirements of educational standard, which is conditioned by the objective need for revitalization of cognitive and research activities of lyceum students. Modern society requires professionals of sound health and developed creative abilities, who can make right decisions in non-standard situations, apply fundamental knowledge acquired during educational process, which is then transformed through creative experience attained by partaking in research and development and experimental work within educational framework. Physical education is one of the constituents of a society's culture. Being in specific relations to other social sub-systems (cultural, political, social and economical, etc.) a system of physical education is formed during the process of amassing tangible and spiritual values as a constituent of the former two. The main goal of the governments policy

in regards to physical education is health improvement of the nation and promoting a sound lifestyle amid population [5]. Daunting statistical data collected during recent years displays a decline in children's and youth health who undergo schooling in Russia and other countries. Medical examinations data indicates that during a period of schooling, children's health becomes 4-5 times worse. The existing system of physical education in schools does not ensure the needed level of health preservation and does not allow realization of the enormous cultural potential to its fullest. It is evident where the roots of a disagreement between the society's need in healthy children, national cause and conditions of educating a healthy, well-educated and well-rounded generation bears its roots; all these factors are associated with the problem of promoting health of schoolchildren [6]. In the framework of new social and economical conditions, studying value systems and value attitude of a personality, as well as specific social, professional and other communities is deemed to be a necessity for understanding current developments and successful and steady advancement. Today, the fact that traditional, conventional and practiced physical education and sport methods of activities do not meet modern demands and must be replaced with new and more effective ones is ever more evident; this has led to an active search for new ideas and approaches in arranging physical education and sports activities almost in every educational institution. The last Olympic games in London have demonstrated how far behind our athletes are in many Olympic events. Junior sport along with promotion of physical education and sports in general education schools may lead to revival of national sport to its former level, when the nation dominated Olympic games. Researches of many scientists have established that schoolchildren have changed their attitude toward physical culture from active-positive to passive-positive. Personal traits of PE teachers and their level of proficiency have lost their decisive influence in fostering motivation for compulsory systematical physical exercises (PE classes), as well as extra-curriculum sessions (sport leagues, sports clubs, etc). Positive attitude towards physical culture in general doesn't guarantee the same attitude towards the PE classes. That is why the reasons for being or not satisfied with PE classes should be separately and closely studied. This satisfaction depends not on the understanding the importance of PE class, but on whether this class is interesting and beneficial for a student [7]. Most of research on the problem of students' attitude towards PE classes has stating nature. Factors which help or hinder

PE classes are determined and empirical data showing activity of students during PE class is collected. Most of the time these are looked at from students' point of view, without considering teacher's opinion, what ultimately makes it difficult to build up tactics and strategy for forming students' good attitude towards PE classes. For our research we carried out a survey among lyceum students (n=164) and PE teachers of 10-11 grades. Student's form contained 15 questions, teacher's – 10. The results of comparative analysis of students' and teachers' answers showed a contradiction in opinions of these two parts of educational process, regarding the students' attitude towards PE classes. We have found out that there is mismatch in teachers' and students' opinions right from the point of motivation ranking. All motives for attending the PE lesson can be divided in three groups: need to move, need to fulfill the student obligation and a need for some sport activity. It was found that for most of our respondents the motive of fulfilling their obligations is a priority. Thus, nonphysical motives (avoiding problems with teachers and family, communicating with friends) are on the first place for students. At the same moment teachers consider move and sport needs and in particular a will to be healthy, strong, hardy and dexterous being the driving motives for students to attend PE classes. Teachers assume that lots of students attend just to have good grades, when lyceum students themselves have ranked this motive one of the lowest. Both students and teachers though, have put a motive of being fit, in good shape and to move during the lesson on the third place and that was the only match. Having this wrong understanding of motivation, most teachers are satisfied with students' attitude towards the lesson, but students themselves have motives different from physical improvement. This physical improvement motivation is inherent only for first years' students and is very unstable and switches to nonphysical ones. Active-positive attitude transforms into passive-positive, when students attend the class, but are no longer interested in being active and improving physically [8]. All this ends up in the level of physical fitness, which is evaluated as below the average (it's 58% less from a standard, which means that students are able to do only half of control exercises). Comparing teachers' and students' opinion on student's attitude towards PE classes we figured out that absolute majority of teachers (98%) is sure that students are satisfied with the lesson, while 13% of students speak negatively about the classes, third of them – adversely. While most of students have generally positive attitude

towards PE, their attitude to separate sections of the curriculum varies. Another side of the problem on which teachers don't agree with students is sport preferences. Most teachers consider that sport games are the most beloved type of class activity among students, pointing that basketball is on the first place, then goes volleyball and then goes football. Unlike teachers, students put football on the first place while volleyball and basketball are on the second and third places respectively and sport games in general do not have a leading position in class activities ranking. The most preferable activity for students is swimming, but teachers have put it on the sixth place, being sure, that it is not a priority for students [9]. Giving their opinion on students' attitude to sport, teachers gave their preference to skiing and track and field, not gymnastics, which students, in contrast, put higher in ranking than both mentioned kinds of sport. Students' propensity to particular kind of sport could be seen in a point of view, that additional classes have better perspectives than PE classes in terms of self-improvement, health maintaining and promotion. The lesson attendance is influenced by the attitude that students have to PE class. During the research most teachers noted high attendance rate on their lessons and the fact that students absent for valid reasons [10-15]. At the same time students mentioned that the sometimes skip PE lesson because of high study load and bad performance on their specialties, to get ready for them and to pass academic arrears. A conclusion about necessity to consider students' opinions during the educational process for its improvement and increase in efficiency could be made.

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