

**ЖАС ЗЕРТТЕУШІЛЕРДІҢ ҒЫЛЫМИ ЕҢБЕКТЕРІ
НАУЧНЫЕ РАБОТЫ МОЛОДЫХ ИССЛЕДОВАТЕЛЕЙ**

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**THE EFFECTIVENESS OF PHYSICAL STIMULATION
SELF-IMPROVEMENT STUDENTS IN HIGH SCHOOL**

Abstract

In the article the issues of incentives that motivate a prospective teacher in physical self-improvement is considered. In the research work the incentives to physical self-improvement of a student is categorized and the rating of their importance is made, theoretical barriers to the motivation in physical self-improvement of a student are experimentally revealed and substantiated, system-building incentives and their impact on motivation in physical self-improvement of a student are revealed. The most significant incentives in physical self-improvement of a prospective teacher, which include incentives of self-cognition: the sense of personal importance of the problem of physical self-improvement, the sense of the purpose of physical self-improvement, are revealed. Incentives of motivation of self-determination in physical self-improvement are detected. Besides the barriers are revealed and the rating of constraining importance in stimulating a student in physical self improvement are determined. The results can be used in pedagogical activity by teachers of physical education of higher schools and coaches of sports schools with the purpose of creating the conditions of overcoming the barriers of physical self-improvement and the maximum use of the incentives promoting an increase of efficiency of physical self improvement of a prospective teacher.

Keywords: *physical improvement, physical culture, physical exercises, sports activity, healthy lifestyle.*

1. Introduction. Significant dynamics and variability of lifestyle in the conditions of economic and political transformations, different in direction social processes lead to the re-evaluation of life values in the modern society [2]. However, all the countless manifestations of the activity of the world have certain cause-and-effect relationships that have characteristic objective law. Therefore, on the one hand, the solution to the common problem the nation's recovery becomes more effective due to the development and improvement of modern information technologies. From other side, this process of recovery is hindered by the development of ecological, economic, social, including educational and educational miscalculations [1].

In accordance with the law "on education" human health is referred to priority directions of the state policy in the field of education. In it is especially important, because according to the Ministry of health and the state Committee of Health Kazakhstan 50 % of students have functional

disorders, 35-40% – chronic diseases. For all students of Kazakhstan, the increase in the frequency of chronic diseases, disorders of physical and neuro-psychical development. Ultimately the high level of morbidity of students obliges us to consider today the introduction of technologies of physical self-improvement as one of the strategic directions in the system of physical education. Objectively, that in the twenty-first century students will need to learn much more different information than in the past, and the total number of psychotraumatic life situations will increase. The more pronounced the social disorder is, all the more necessary for the person becomes the presence of strong psychophysical structures that help to resist adverse social environment. From this we can conclude that one of the most important tasks physical self-improvement is the enhancement of psychological stability of the individual, its ability to overcome psychotraumatic situations. Physical culture as a part of the universal culture is able to take on many of the functions of the formation of psychological stability of students. Herewith, in our opinion, the perspective is the approach of understanding this phenomenon as integral personal quality in providing appropriate behavior personality in normal and extreme life situations. In this regard, it is important to clarify the features of the interaction of incentives, contributing to the revitalization of the physical improvement of the students, establishment of peculiarities of psychological and pedagogical mechanisms of stimulation motivation of physical self-improvement of students, as well as the identification of performance stable systems of interaction stimuli. Identification of the impact of incentives and barriers to the development of physical motivation student's self-improvement presents great scientific and practical interest. At the same time, the analysis of the main prerequisites and disclosure are of particular importance pedagogical bases of stimulation of motivation of physical self-improvement, identification of laws, development of pedagogical principles and rules incentives, highlighting the features of the interaction of incentives and barriers physical self-improvement and their influence on physical motivation self-improvement student.

2. Materials and Methods. The following methods were used in the study: theoretical analysis of management, psychological, pedagogical, sociological, methodical, sports literature on the studied problem; rating system analysis to identify the most significant incentives and barriers to physical student's self-improvement; socio-pedagogical measurements: observations, interviews, questionnaires; analysis of documentation, plans for physical education, programs on physical culture, experimental testing using methods of mathematical statistics. The attitude of students to physical self-improvement is one of the actual social and pedagogical problems of educational process, further development and expansion of mass health, physical education and sports work in high school. Teachers play a leading role in real inclusion of physical self-improvement in a healthy students' lifestyle. The implementation of this task by each student should be considered with the two-way position – as a personally significant and as a socially necessary [3].

Numerous data of science and practice show that the physical self-improvement has not yet become an urgent need for students, not turned into a personal interest. Real student participation in this activity insufficiently. The criterion of physical self-improvement is physical education- sports activity. It is characterized by the degree of participation, involvement students in the scope of this activity. It can be seen as a measure and a character participation directly in physical exercises and as an activity inorganizational, propaganda, instructor-pedagogical, judicial and other activity.

Research results and discussion. In the context of restructuring activities the work on the activation of the position of each student in higher education is of fundamental importance about your physical self-improvement. In the organization of education can not ignore the current students' personal motives, interests, needs, need to find reasonable forms of their restructuring. Otherwise, students may there is negativity, indifference [4, 5].

Factors that determine, according to students, their needs, interests and motives of connection to physical self-improvement are: Two hundred forty six technical condition of sports facilities, the focus of the educational process and the content of classes, the level of requirements of the curriculum, the personality of the teacher, health status of students, frequency of classes, their duration and emotional coloring. An alarming conclusion from the data of our survey is students

underestimate such subjective factors that affect the value of motivational attitudes of the person as the importance of physical training and the importance of physical training exercises in the development of cognitive abilities. To some extent, this is due to a decrease in educational-educational potential of classes and activities, shift of focus to normative indicators of physical self-improvement, limited range of pedagogical influences. At the same time, achieving the goals leading to education of strong-willed qualities and diligence, is necessary for both physical self-improvement, and for the formation of specialist's professional readiness. Comparison of initial, intermediate and final results confirm gradual development of incentives physical self-improvement of students, as well as the fact that the identified most significant incentives for self-knowledge, self-determination in physical self-improvement, self-government, motivation of physical self-realization, physical self-improvement reflects the specifics of stimulating students' motivation in physical self-improvement. The most significant characteristic motives of the physical self-improvement students have the following incentives of self-knowledge: awareness of the personal importance of the problem of physical self-improvement, awareness of the purpose of physical self-improvement, awareness of the problem of physical self-realization; incentives of physical self-determination in physical self-improvement: the desire to learn effective methods and techniques physical self-improvement, interest in physical self-improvement. In our study, the stimulation of physical motivation self-improvement of the student-the future teacher, were considered as he is aware of the process, characterized by purposefulness and the focus of the search for original and unique character implementation and outcome of ideas to address the set and emerging goals, personally significant problems that allow the individual to realize the fullest your physical potential. It is noted that even if the student and has good physical data, ability, desire to engage in physical culture, material well-being, the development of his physical qualities can fruitfully occur only when he able to overcome obstacles, difficulties arising in the way of his physical self-improvement.

In the course of the study we considered the incentives: self-knowledge, self-determination in physical self-improvement, self-management in physical self-improvement, physical self-realization, physical self-improvement, which became the driving force of physical self-improvement student-future teacher as a conscious internal motivation to action. There is a close relationship between the stimulus and the inhibitory barrier. The barrier is a barrier that prevents, restrains, reduces efficiency physical self-improvement of personality. Many incentives have a positive effect on influence on physical self-improvement, and at insufficiency of conditions for them positive symptoms are the physical barriers of self-improvement student-future teachers.

We have conducted a comparative analysis of the impact of incentives and barriers on stimulation of motivation of physical self-improvement of the student. Incentives physical self-improvement in senior courses are significantly more high significance rating.

3. Results. Theoretical and experimental research the following conclusions were drawn:

1. Incentives of physical self-improvement of the student are systematized – future teacher:

- incentives for self-knowledge: awareness of the personal significance of the physical problem self-improvement; awareness of the need to increase responsibility to by itself; awareness of the problem of physical self-realization; orientation in activities at the lessons of physical culture on the achievement of high sports results';

- incentives for self-determination in physical self-improvement: opinion trainer-teacher, accounting of interest in physical culture, accounting for interest in physical self-improvement, interest in research activities in the field of physical culture;

- incentives for self-management in physical self-improvement: high level of development of the ability to objectively evaluate the results of physical self-improvement; high level of development of abilities to master new methods and methods of rational use of time in the classroom physical self-improvement;

- incentives for physical self-realization: the habit of physical exercises, high level of knowledge of the student on physical culture; the level of manifestation of abilities in physical exercise, achievements in a personally significant form of exercise, favorable atmosphere of interaction

with fellow students during training sessions, achieved goals of physical self-improvement, trusting relationship cooperation with the coach;

- incentives for physical self-improvement: high results achieved in physical self-improvement, recognition by fellow students achieved high results of physical self-improvement, mastering effective methods and methods of physical self-improvement.

2. Barriers of motivation of physical self-improvement of the student are revealed – future teachers who rated the deterrent significance is distributed in the next order:

- lack of students' interest in physical education exercises;
- lack of skills of the student to distribute free time;
- poor conditions for physical exercise;
- low scientific and methodical level of training;
- overestimated level of requirements of the coach to the student during training;
- low level of training organization;
- overloading of the student's body with physical exercises;
- limited choice of physical exercises by the student;
- frequent turn over of coaches and teachers.

3. The main indicator of the effectiveness of physical stimulation students' self-improvement is: achieved high results in physical self-improvement.

4. Conclusions

The results of the research make it possible to put forward a number of practical recommendations:

1. We recommend that teachers of physical culture and trainers, on the basis of the results of annual clinical trials, keep a systematic record of the students' health level, which will allow them to promptly diagnose and introduce corrective measures at the stage of initial negative changes in the health status of students.

2. Complex application of methods for assessing the level of physical preparedness and the level of physical health allows teachers to determine the most optimal forms and directions of physical training of students.

3. Studies of the level of physical health and the level of physical fitness should be of a longitudinal nature.

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СТУДЕНТТЕРДІҢ ЖОО ЖАҒДАЙЫНДА ӨЗІН-ӨЗІ ЖЕТІЛДІРУ ЖӘНЕ ЫНТАЛАНДЫРУ ТИІМДІЛІГІ

Мақалада болашақ педагогтың өзін-өзі ынталандыру, физикалық жетілдіру мәселелері қарастырылған. Ғылыми-зерттеу жұмысында студенттің физикалық өзін-өзі жетілдіруіне арналған ынталандырулар оның маңыздылығы бойынша, студенттің физикалық өзін-өзі жетілдіруін ынталандырудың теориялық кедергілері рейтингтік түрде анықталды және жүйелі ынталандыруды және олардың студенттің өзін-өзі физикалық жетілдірудегі анықталған ынталылығына әсерін

анықтады. Өзін-өзі тануды ынталандыруды қамтитын болашақ мұғалімнің физикалық өзін-өзі жетілдірудегі ең маңызды ынталандыру: физикалық өзін-өзі жетілдіру мәселелерінің жеке маңыздылығын сезіну, физикалық өзін-өзі жетілдіру мақсатының мәнін көрсетеді. Мотивациялық ынталандыру физикалық өзін-өзі жетілдіруде өзін-өзі анықтаудың ерекшеліктерін айқындалды. Кедергілерден басқа студентті физикалық өзін-өзі жетілдіруге ынталандырудың маңыздылығы анықталды және бағаланды. Зерттеу нәтижелерін физикалық өзін-өзі жетілдірудегі кедергілерді жеңу және болашақ мұғалімнің физикалық өзін-өзі жетілдіруінің тиімділігін арттыруға ықпал ететін ынталандыруды барынша пайдалану үшін жағдайлар жасау мақсатында жоғары оқу орындарының дене тәрбиесі мұғалімдерінің және спорт мектептерінің жаттықтырушыларының педагогикалық қызметінде пайдаланылуы мүмкін.

Мақаланың мәнін ашатын сөздер: денені жетілдіру, дене шынықтыру, дене жаттығулары, дене тәрбиесі-спорттық белсенділік, салауатты өмір салты.

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ЭФФЕКТИВНОСТЬ САМОСОВЕРШЕНСТВОВАНИЯ И САМОМОТИВАЦИИ СТУДЕНТОВ В УСЛОВИЯХ ВУЗА

В статье рассмотрены вопросы стимулирования, которые мотивируют будущего педагога, рассмотрены вопросы физического самосовершенствования. В научно-исследовательской работе стимулы к физическому самосовершенствованию студента классифицируются и составляется рейтинг его значимости, теоретические барьеры мотивации физического самосовершенствования студента экспериментально выявлены и обоснованы системные стимулы и их влияние на выявлены мотивации в физическом самосовершенствовании студента. Наиболее значимые стимулы в физическом самосовершенствовании будущего учителя, которые включают стимулы самопознание: чувство личной значимости проблемы физического самосовершенствования, раскрывается смысл цели физического самосовершенствования. Стимулы мотивации выявлены особенности самоопределения в физическом самосовершенствовании. Кроме барьеров выявлена и оценена сдерживающая значимость в стимулировании студента к физическому самосовершенствованию решительны. Результаты могут быть использованы в педагогической деятельности учителей физического воспитания вузов и тренеры спортивных школ с целью создание условий для преодоления барьеров физического самосовершенствования и максимальное использование стимулов, способствующих повышению эффективности физического самосовершенствования будущего учителя

Ключевые слова: физическое совершенствование, физическая культура, физические упражнения, физкультурно-спортивная активность, здоровый образ жизни.

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БАЛАЛАРДЫҢ ОЙЫН ФОЛЬКЛОРЫ

Түйіні

Балалардың ойын фольклоры – қазақ ауыз әдебиетінің бір саласы. Ойын фольклоры көбіне өлең, тақпақ арқылы басталады. Өлең – ойынның әрін беріп, сәнін келтіріп, балаларды поэзия өнеріне жетелейді. Мақалада кездесетін «санамақ», «қаламақ», «асау мәстек» ойындарына талдау жасалынып, мағынасы ашылады.

Мақаланың мәнін ашатын сөздер: тәрбие, салт-дәстүр, өлең, бүлдіршін, жеткіншек, сандар.