

Artículo de investigación

The impact of competitive approach on students' motivation in sport

El impacto del enfoque competitivo en la motivación de los estudiantes en el deporte
O impacto da abordagem competitiva na motivação dos alunos no esporte

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Abstract

This study is devoted to the description of the competitive method as an effective way to increase the motivation of today's students in physical education classes in higher education. The purpose of the study is to assess the impact of the competitive method on the level of students' motivation in sports, positive interest for studying the subject. Allocation of types of motivation allowed the author to evaluate and trace the dynamics of changes in the level of motivation to the sport. The level of motivation was determined using the author's methodology, developed on the basis of scientific literature. The basis of the study is the Branch of IUT in the city of Surgut, the department of Natural Science and Humanities, during physical education classes. The researcher has shown that the use of a competitive method in physical education classes can increase motivation, activates the interest of students.

Keywords: competitive method, types of motivation, interest, physical culture.

Resumen

Este estudio está dedicado a la descripción del método competitivo como una forma efectiva de aumentar la motivación de los estudiantes de hoy en las clases de educación física en la educación superior. El propósito del estudio es evaluar el impacto del método competitivo en el nivel de motivación de los estudiantes en los deportes, interés positivo para estudiar la materia. La asignación de los tipos de motivación permitió al autor evaluar y rastrear la dinámica de los cambios en el nivel de motivación del deporte. El nivel de motivación se determinó utilizando la metodología del autor, desarrollada sobre la base de la literatura científica. La base del estudio es la Rama de IUT en la ciudad de Surgut, el departamento de Ciencias Naturales y Humanidades, durante las clases de educación física. El investigador ha demostrado que el uso de un método competitivo en las clases de educación física puede aumentar la motivación, activa el interés de los estudiantes.

Palabras claves: método competitivo, tipos de motivación, interés, cultura física.

Resumo

Este estudo é dedicado à descrição do método competitivo como uma forma eficaz de aumentar a motivação dos alunos de hoje em aulas de educação física no ensino superior. O objetivo do estudo é avaliar o impacto do método competitivo sobre o nível de motivação dos alunos em esportes, interesse positivo para estudar o assunto. A alocação de tipos de motivação permitiu ao autor avaliar e traçar a dinâmica de mudanças no nível de motivação para o esporte. O nível de motivação foi determinado usando a metodologia do autor, desenvolvida com base na literatura científica. A base do estudo é a Filial da IUT

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na cidade de Surgut, departamento de Ciências Naturais e Humanidades, durante as aulas de educação física. O pesquisador mostrou que o uso de um método competitivo nas aulas de educação física pode aumentar a motivação, ativa o interesse dos alunos.

Palavras-chave: método competitivo, tipos de motivação, interesse, cultura física.

Introduction

In sports education, motivation is important because many scientists and teachers are interested in understanding and explaining interest as a catalyst for professional growth and the formation of a positive attitude of students to physical activity through active participation and a healthy lifestyle, the transition of external motivation to internal and external orientation and achievement goals. It is interest that is a guide for our emotions, actions aimed at achieving better and more. All professional, vital composure, dynamism can be explained on the basis of motivation, interest.

The development of motivation, interest in sporting achievement remains an important task in sports education, as scientists and teachers study the concepts and definitions associated with the development of physical activity.

The main reason for the declining trend with age is the interest of students in physical education classes and other types of physical culture and sports activities in higher educational institutions is a low level of effective work on the formation of a positive emotional-axiological attitude to physical culture in general in higher educational institutions (Potdevin et al, 2018; Spray et al, 2006; Buonamano et al, 1995; George et al, 1995; Aleeva et al, 2015).

The need for a transition to the development of students' motivation to physical education classes, the formation of their interest in physical culture became obvious. Interests in certain forms and methods of organizing classes are actively studied (Lee et al, 2007, Chelladurai, 2014; Siedentop et al, 2011; Lyakh et al, 2005, Stepanova, 2008).

Thus, some scientists and teachers suggest abandoning the standardization of curriculum for higher education institutions and creating the largest possible number of alternative programs for each type of physical culture, such as fitness technology to increase motivation to engage in sports (Osychenko, 2012). Currently, widespread use of various forms of training in

physical education in the preparation of future specialists based on health-saving technologies (Osipov et al, 2012; Karnaukhova, 2005; Perrin, 2007; Zhanneta et al 2015).

For example, ways were suggested to improve the physical education model using mechanisms to advance students' motivation for professional activities, and a model was developed to bridge the gaps in the existing physical education curriculum, complementing the academic curriculum with special modern tools, including melee and electronic survey methods.

Another method - the project method for the integration of technologies and tools of the visual arts into an independent component of the creativity of the academic discipline of physical education was proposed in 2017 (Kolokoltsev et al, 2017; Jianguo, 2017; Vitko et al, 2018).

There is another approach to teaching physical activity and sports, Ecological-Dynamic, where the trainer builds a learning environment aimed at applying various forms of learning. According to the environmental approach, "learning" means the ability to gradually find a solution to mobility that is best for a given task in a given context (Raiola&Tafari, 2015).

Each teacher seeks to improve the efficiency and motivation of classes in physical culture, thereby attracting and using "non-traditional" teaching methods, which can have a similar effect. We are considering a competitive method that has attracted the attention of teachers recently and occupies a special place among a large number of non-traditional means and teaching methods.

In contrast to the traditional curriculum, the application of the competitive method in physical education classes in higher education requires more active participation of students in organized training activities. A new teaching method, we believe, promotes active learning and provides a motivational impulse.

The main goal of such an active approach to learning was to increase the interest of students in the subject, to increase the participation of students. Sports competitions are held as part of

extracurricular activities that take place on holidays and are not regular in most cases.

Methodology

The purpose of the study is to assess the impact of the competitive method on the level of students' motivation to play sports, positive interest in the subject in higher education.

Described pedagogical experiment was conducted during 2016-2017 at the Department of Natural Sciences and Humanities at the branch of Tyumen Industrial University in the city of Surgut while studying the practical course "Physical Education"; "Applied Physical Culture".

In existing scientific studies today there is no general methodology for determining the level of motivation for physical culture classes, so researchers have to compile their own questionnaire, aimed at identifying the level of motivation, compares the results for different samples at a certain time. In this regard, in the questionnaire to determine the level of motivation to physical education classes in higher education, we included the following questions concerning the formation of certain types of motives, students' attitude to sports activities, sports claims, the presence of relatives successful in sports. Such an approach to formulating the questionnaire allowed us to differentiate students according to the level of the formed motives for the implementation of the competitive method of teaching in physical education classes in higher education based on the analysis of the above indicators.

In this study, participants in Tyumen Industrial University, Elabuga Pedagogical University. A representative sample of 271 first-year engineering students aged 17.5 ± 0.23 ; the second courses - 18.6 ± 0.35 years were chosen as a sample for the study. The basis of this study were the following variables. The independent variables are gender, institution type, location. The dependent variable is the level of motivation.

The author's test "Determining the level of formation of motivation to physical education classes in higher education" served as a tool for data collection in this study, which consisted of 2 parts: a) gender, type of institution, location data; c) the author's test questions were constructed by the researcher on the basis of a scale and a questionnaire (Milman, 1990). The survey was conducted during the 2016-2017 year. The

control group was a group of students from Elabuga Pedagogical University (125 students), where during the year the competitive method was not used in the process of teaching physical culture.

The number of students in the experimental groups was 146 students. The experimental data were analyzed, the coefficient of reliability was approximately 0.8.

When selecting participants, a diagnosis was made of the level of the physical condition of students from all two universities. The physical condition of students turned out to be on average at the same level and did not differ significantly, which indicates the same level of motivation to go in for sports.

Results and Discussion

In our author's questionnaire to determine the level of motivation for general physical training, we selected the following indicators: (Chupanova, 2018).

1. Administrative motives: getting a test or exam and avoiding conflicts with teachers and the university administration.
2. Health motives: the formation and maintenance of a healthy lifestyle, health promotion and disease prevention.
3. Activity motives: development, training of the activities of all body systems, primarily cardiovascular and respiratory.
4. Competitive motives: the desire to improve their own sporting achievements in comparison with the achievements of their comrades.
5. Professionally-oriented motives: increasing the level of physical training for the upcoming work activity.
6. Emotional motives: increasing self-confidence, relieving mental and emotional stress, preventing stress, getting pleasure from physical activity.
7. Status motives: improving personal status while achieving high results.

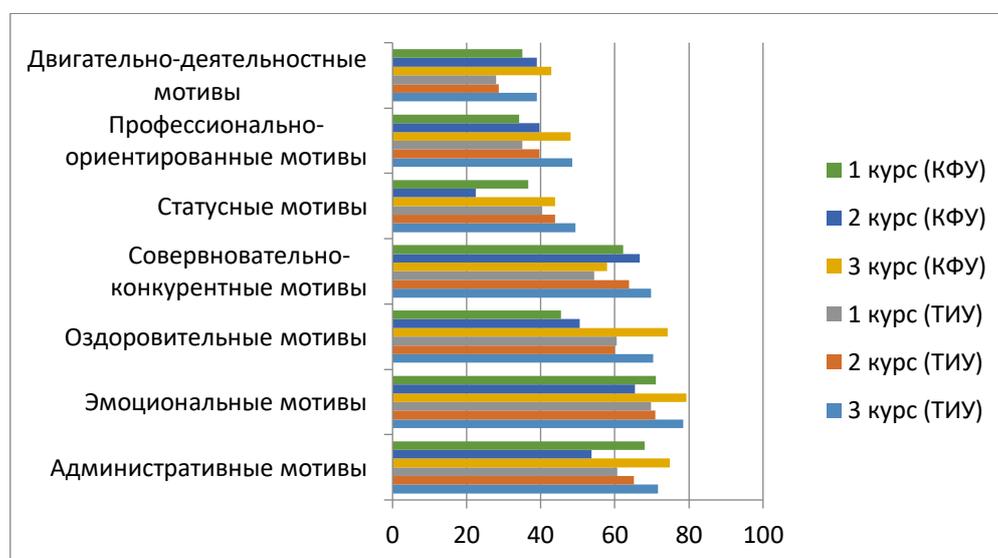
First, these seven factors were studied in the sample group, the results of which are shown in figure 1.

Table 1- Diagnosis of the predominance of types of motivation to physical education classes in higher education before the start of the experiment (in %)

Indicators	Motivation Level					
	Tyumen Industrial University, branch of IUT in Surgut			Yelabuga Pedagogical Institute, a branch of KFU		
	3 course	2 course	1 course	3 course	2 course	1 course
Administrative motives	71.7	65.2	60.7	74.9	53.7	68.0
Emotional motives	78.5	70.9	69.8	79.3	65.5	71.1
Health motives	70.3	60.0	60.5	74.2	50.5	45.5
Competitive Competition	69.7	63.8	54.4	57.9	66.8	62.3
Status motives	49.4	43.9	40.4	43.9	22.4	36.7
Professionally-oriented motives	48.5	39.6	35.0	48.0	39.6	34.2
Activity motives	39.0	28.7	28.0	42.9	38.9	35.0

These results can be seen on the histogram in Figure 1.

Figure 1- The histogram of the predominance of motivation types to physical education classes in higher education before the start of the experiment (in%)



Then, the conditions for positive competition were provided for the two experimental groups and after a period of time was considered, these

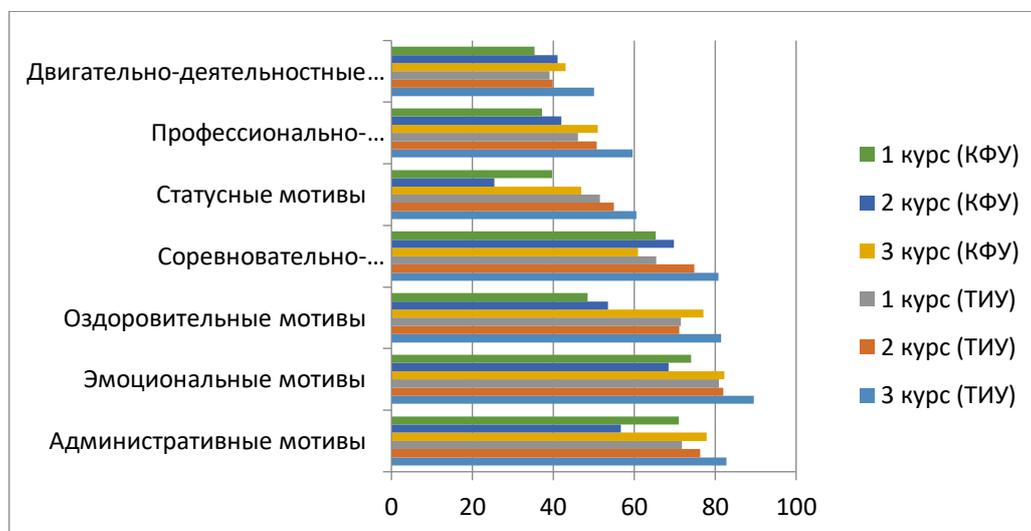
factors were re-measured, the results of which are presented in Table 2.

Table 2- Diagnosis of the predominance of motivation types to physical education classes in higher education after the start of the experiment (in%)

Indicators	Motivation Level					
	Tyumen Industrial			Tyumen Industrial		
	University, branch of IUT in Surgut			University, branch of IUT in Surgut		
	3 course	2 course	1 course	3 course	2 course	1 course
Administrative motives	82.8	76.3	71.8	77.9	56.7	71.0
Emotional motives	89.6	82.0	80.9	82.3	68.5	74.1
Health motives	81.4	71.1	71.5	77.1	53.5	48.5
Competitive Competition	80.8	74.9	65.5	60.9	69.8	65.3
Status motives	60.5	55.0	51.5	46.9	25.4	39.7
Professionally-oriented motives	59.6	50.7	46.1	51.0	42.0	37.2
Activity motives	50.1	39.8	39.1	43.0	41.0	35.3

These results can be seen on the histogram in Figure 2.

Figure 2: The histogram of the predominance of types of motivation to physical education classes in higher education after the start of the experiment (in%)



So, the results obtained give us grounds to state statistically significant correlations of personal motivation to physical education classes for

students with manifestations of their motor abilities, which indicates a high accuracy of the experiment. According to all indicators, there

was an increase, for example, "Activity motives" increased by 11%; "Professionally-oriented motives" - by 13.5%; "Administrative motives" - by 11%; "Emotional motives" - by 8.7; "Health motives" - by 9.9; "Competitive motives" - by 15.3%.

Now we can discuss about this results. The competitive method in physical education has been the goal of study for many years. The opinions of scientists are ambiguous.

For example, Brown, L.; Grineski, S. It is believed that this approach to learning gives rise to the value of the concept of competition and competitiveness. But at the same time, competition, in the framework of physical education, is an element of cooperation, not competition. Competition itself often slows down the learning process and, as a rule, leads to the manifestation of negative character traits and behavior of students and future professionals. This phenomenon may in the future lead to a loss of motivation for physical education classes. Many teachers of physical culture claim that competitions contribute to teaching students in cognitive, psychomotor and emotional behavioral areas, the use of this particular type of activity as a learning experience is doubtful. Following the experience of these scientists, it should be noted that teachers must critically analyze curricula to determine the place of competition, determine the degree of application of the competitive method in teaching students of higher education in physical education classes (Brown & Grineski, 1992).

There is another opinion. Competition is internally positive, and, in addition, participation in competitions provides an opportunity to develop skills in achieving excellence. This method allows teachers to work together in the context of physical education (Drewe, 2000). Often this method was used in training athletes (Britvina et al, 2013).

Competitive method is a method of performing exercises in the form of competitions. At Tyumen Industrial University, this method has been used in physical education classes for a long time and is a means of increasing the general level of preparedness of students. In the practice of teaching in high school, the competitive method is manifested when carrying out physical culture events (recreational, physical culture, sports).

This method was the purpose of the study not only in the field of physical education, but also in other areas.

So, as a way to increase staff performance, competition is seen in the management of service enterprises (Evdokimova, 2012).

From the point of view of competition in production (Mukhin et al, 2015), the relationship of different forms of competition and efficiency production as a form of ownership of production entities is considered the concept of competition in the economy. The concept of the competitive method is considered in the framework of the theory of justice, competition and driving in games of voluntary cooperation (Fehr & Schmidt, 1999).

In the social sphere, this concept is considered by scientists in terms of social structure and competition in interfirm networks (Uzzi, 1997; Johnson et al, 1989; Helpman et al, 1985).

The main characteristics of the competitive method are: "competitive comparison of forces in the conditions of orderly rivalry, the struggle for primacy; the conditions for organizing and conducting them (officially determining the winner, rewarding for the results achieved in proportion to their level, recognizing the social significance of the achievements, dropping out less at multi-stage competitions, championships, etc.) create a special emotional and physiological background that enhances the effects of exercise can contribute to the maximum manifestation of the functional capabilities of the body, as a rule, more significant than with apparently similar non-competitive" (Maslovskaya et al, 2017).

When solving many pedagogical tasks, teachers apply the competitive method, namely: education of moral, volitional qualities, the formation of physical skills, their improvement.

At the same time, this method was used at two stages of organizing a lesson: in the preparatory part with the purpose of organizing, explaining, students, preparing for the upcoming physical activity in the main part of the lesson (special preparatory exercises with the installation exceeding the parameters of the training load, students compete in the technique of and performing this exercise and correcting errors), in the main part of the lesson with the purpose of studying a new material, repeating and improving the previously studied (some elements of competitive exercises match in carrying out sporadically input tasks), the final

stage in order to move from a state of increased activity in the initial state.

And also when passing test standards, testing the level of physical fitness of students, this method is effective. But in this case, the teacher should be careful, and use this method with caution, since the method involves the presence of winners and losers, and this does not always positively affect the mental and emotional state of students (Ivankov, 2010).

But the most common form of training using this method is to hold sports events. The method of carrying out activities is the correct observance of all its stages. We pay special attention to regular physical preparation of students for competitions, as insufficient preparation can cause fatigue and a negative attitude towards sports. An important role is played by the material and technical equipment of the higher educational institution, the personal interest of students.

And the most important role, in our opinion, is the psychological attitude to the competition, which is characterized by an optimal level of emotional tension and installation that is adequate to its competitive goal. For this purpose, for students we developed a behavioral note before the competitions related to self-organization: check inventory, inspect the premises, field, etc., observe the day regimen, mentally imagine the game, competition before the start, draw up an algorithm of actions, look at the older students courses, what and how they do before the start, make an action plan before the start, etc.

The success of the application of this method of teaching in order to form the motivation for physical education classes during 2016-2017 differed, the data are presented in tables.

Conclusion

In general, we can assert that the competitive method can and should be applied in the educational pedagogical process of a higher educational institution. There are some features of the application of this method, for example, such as taking into account the mental state of students, physical capabilities, conditions for training activities; choosing a set of exercises, sporting events, etc.

We note the need to use elements of the competition, the techniques of the competitive method in physical education lessons, and not just the conduct of a competition lesson as such. The results of diagnostics of motivation to physical education classes show that the use of this method enhances motivation, activates students' interest in the formation and maintenance of a healthy lifestyle, improves health, causes a desire to improve their own athletic achievements in comparison with the achievements of their friends work, contributes to increased self-confidence, reduced mental and emotional stress, enjoying the physical activity, allowing to cultivate one's physical endurance and strong-willed and moral qualities.

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