

Peculiarities of self-governing students of a higher education institution of a sports profile

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Purpose: determine the features of student self-government higher education institution of a sports profile.

Material & Methods: 120 students of the Kharkov State Academy of Physical Culture. The theoretical-methodological analysis, the analysis of normative legal documents, the system analysis, the survey (questioning) are held.

Results: motivational number of students-athletes to participate in student self-government including needs: in prestige, self-improvement, recognition; achieving success and avoiding failures; show power over others; in communication, the establishment of emotional ties with others; participation in the cognitive process. The organizational structure of the bodies of student self-government of the Kharkiv State Academy of Physical Culture includes the student parliament, the student council of the hostel, the student trade union committee and the student scientific society, which interact with each other and have their leaders.

Conclusions: the main motivations for participation in student self-government are 67% of the students surveyed who consider the possibility of self-realization, through public work and its importance for the educational institution. The main body of student self-government is the Student Parliament, the election of the heads of the organization takes place by secret ballot during the general conference of students, and all other decisions are taken by open voting.

Keywords: students, higher educational institutions, self-government bodies, student self-government bodies.

Introduction

In the conditions of the rise of the wave of social activity of Ukrainian youth, the state course on decentralization of power, democratization of the system of higher education and the desire for its reformation, changing tendencies in the country's youth policy, an important direction of activity is the organization of student self-government in institutions of higher education.

Student self-government operates at different levels of educational institutions, their structural subdivisions and is an integral part of the public self-government of educational institutions; this was noted in their works by such modern authors as K. Denisenko, Yu. Kraschenko, K. Potopa, A. Romanik, G. Trotsko and others, who studied the history of formation and development, the organizational structure, the regulatory and legal foundations of student self-government in Ukraine and abroad.

Relationship of research with scientific programs, plans, themes. The research was carried out within the framework of the implementation of the fundamental scientific project for 2015–2017. "The theoretical and methodological foundations of the non-Olympic sport" (state registration number 0115U002372) (the author took part in the implementation of this project as the executor of the subtopic "Organizational, managerial, economic and humanitarian bases for the development of non-Olympic sport in Ukraine" 0115U006861C), and according to the thematic plan scientifically The research work of the Kharkiv State Academy of Physical Culture for 2015–2017. on the topic 1.5. "Methodological foundations of strategic development of physical culture and sports in the region" (state registration number 0113U004615).

Purpose of the study: determine the features of student self-government higher education institution of a sports profile.

Objectives of the study:

1. Consider the main motives of student-athletes for participation in student's self-government of higher education institution.
2. To characterize the organizational structure and mechanism of formation of the bodies of student self-governance of the institution of higher education of the sports profile.

Material and Methods of the research

120 students of the Kharkiv State Academy of Physical Culture took part in the study. To substantiate the relevance of the topic, a theoretical and methodological analysis of the problem was carried out. For the study of organizational and managerial features of the activity of student self-government organizations, analysis of normative legal documents and system analysis is used. In order to study the motivational factors of student athletes for public activities in the bodies of student self-government of higher education institutions, a survey (questionnaire).

Results of the research and their discussion

Modern legislation defines student self-government as the right and opportunity for students (cadets, other than cadets-military personnel) to solve the problems of studying and living, protecting the rights and interests of students, and also take part in the management of the institution of higher education. The first mention in the normative documents of independent Ukraine regarding student self-government was in

Art. 49 Regulations on the State Higher Educational Institution (1996), later – in the Provisional Regulations on the Student Self-Government Bodies (2001) and the Law of Ukraine "On Higher Education" (2002). These normative documents today regulate the activities of student self-government bodies, determine the basic principles of work, determine the boundaries of their powers and activities, determine the main aspects of the process of organizing student self-government. However, today there is not yet a complete organizational system of student government - there are some of its elements. Most often, the organization of activities occurs spontaneously, according to monotonous structures and directions [6; 8].

If we consider the bodies of student government as a management system, it can be found that the law [1] regulates: technical elements (availability of own premises, furniture, office equipment, Internet access, etc.), technological elements (election procedure), organizational elements (principles of activity, variations in the structure and forms of organization, rights and responsibilities of student self-government bodies), economic elements (financial basis of activities, disposal of funds, budgeting), however, the social elements that are an important part of the student's self-government organization are less well regulated, therefore they require detailed study.

The term "social elements" should be understood as the set of relations between objects and subjects: relations within the structure, between leaders and the asset of student self-government; external and internal relations; collective and individual relations; temporary and permanent relationships, etc. [10]. The absence of such regulation at the state level is due to the psychological characteristics of students, depending on the age, structure and form of organization of student government, the specialization of education, and therefore, can not be unified for all higher education institutions.

Considering the students as "a special social category, a specific community of people organized in an organized way by the higher education institution", I. Zimnya singles out the main characteristics of the student's age in her studies, distinguishing him from other groups of the population by a high educational level, high cognitive motivation, the highest social activity and enough a harmonious combination of intellectual and social maturity [2].

Psychologists call the period of students – youth, as a rule, focusing on the age characteristics of young people. However, I., Konnoted that "the age categories in many, if not all languages, at first designated NOT so much chronological as the social status, social position" [3]. So, it should be noted the influence of student government as a social system on the development of the individual, because in the process of activity, students learn new knowledge, acquire new social roles.

The specifics of the institution, in particular the direction and scale of the institution of higher education itself, as well as the motivation of students who are included in the ranks of self-governing bodies, greatly influences the process of organizing student government [5]. It should be noted that students-athletes have stable motives of activity, self-confidence, understand the ratio of resources spent with the results obtained, which, with the right organization, can be successfully used for work in the bodies of student government.

Motivational series G. Murray [4] highlights the needs of ath-

letes, they satisfy in sports, but can fully realize in student self-government:

1. The need for prestige, self-improvement, recognition, achievement, ambition, the desire to prove oneself. Participation in student government gives the student-athlete a certain social status, so he can achieve recognition among students of his own institution of higher education, to prove himself as a student leader in the territory of Ukraine.
2. The need to achieve success and avoid failures. Satisfaction of this need may be the factor that will ensure greater effectiveness of student self-government bodies, increase the competitiveness of the student council.
3. The need to show power over others, to dominate or to obey others. Many athletes become members of teams to meet this need. Same team is trying to build (become part of it) and student activists in the bodies of student government.
4. The need for affiliation (the need for communication, the establishment of emotional ties with others, the manifestation of goodwill, cooperation). This motif is well known to athletes "for the benefit of the team", "for their native country" – these very often are used by trainers. This motive largely influences the organization of the activity of the student's asset, in particular, interaction with the management of the educational institution. After all, in this context, students perceive the entire educational institution as a single mechanism, "one team", so are ready to act in its interests, and not just satisfy their own needs.
5. The need for participation in the cognitive process, the desire to satisfy one's curiosity, to receive answers to the questions of interest. The variety of social roles in the bodies of student self-government enables students to satisfy this desire, and the liability of the structure will allow them to try themselves in several roles, choosing the most appropriate one.

A survey among students of the Kharkiv State Academy of Physical Culture showed that the majority of students, namely 67% of respondents, consider self-actualization, through social work and its importance for the educational institution, 24% – to feel part of the "team", 6% want to increase the circle of communication and help other students solve their problems, and only 3% have joined public activities in order to acquire new knowledge and skills. At the same time, 75% of the students surveyed are ready to give their free time daily to participate in the public life of the Academy, which also confirms the high level of motivation of students-athletes for public activities in the bodies of student government.

In studies Yu. Kraschenko describes some features of the organization of the system of student self-government at the university level. He notes that in higher educational institutions heads of student self-government are elected by secret ballot. This choice is made by a representative conference of students or all members of a student society. Conference is organized in different ways: a) delegates from each academic group; b) the quota of representation from each faculty (institution) is determined (for example, 1–5% of the student population). If the heads of student government have the opportunity to choose all students of the university, the problem of establishing the legitimacy of the electoral process. Then,

in the opinion of the author, it is necessary to fix the border of the appearance of students for elections to declare them valid. In a significant number of leading universities in Ukraine, graduate students are recruited to work in the bodies of student government and have the opportunity to be elected to their management team. The subordination and interaction of bodies of student government (student councils, student trade unions, student scientific societies, student councils of hostels) takes place in each educational institution in different ways: some operate structures coordinating the activities of student self-governing organizations; in others, they are all subordinated to the student council or, conversely, to the student trade union committee; in the third – they compete among themselves or sometimes have hostile attitudes. On the basis of some bodies of student self-government, the same-name youth public organizations operate, which allows them to act as subjects of grant-making relations [4].

The conducted research has revealed the following features of the organization of student self-government of the Kharkiv State Academy of Physical Culture:

- 1) Student self-government is carried out by the authorized body – public organization "Student Parliament of the Kharkiv State Academy of Physical Culture SPAR", which is a non-profit organization and acts on the basis of the community of students' interests for the realization of the set goals and tasks.
- 2) Elections of heads of the organization occur by secret voting during the general conference of students, however all other decisions are made by open voting.

3) All bodies of student self-government – the Student Parliament and Student Council of the KSAPC hostel interact with each other, but are independent, have a separate structure and leaders. Separate subdivisions of student self-government are the student trade union committee and the student scientific society [9].

Conclusions

1. A motivational row of students of a higher education institution of a sports profile to participate in student self-government includes the following needs: in prestige, self-improvement, recognition; achieving success and avoiding failures; show power over others; in communication, the establishment of emotional ties with others; participation in the cognitive process. At the same time, 67% of the students surveyed consider that the main motivations for participating in student self-government are the possibility of self-realization, through public work and its significance for an educational institution.
2. The organizational structure of the bodies of student self-government of the Kharkiv State Academy of Physical Culture includes the Student Parliament, the student council of the dormitory, the student trade union and the student scientific community, which interact with each other and have their leaders. The election of the leaders of the organization takes place by secret ballot during the general conference of students, all other decisions are made by open vote.

Prospects for further research in this direction are the study and comparative analysis of personal characteristics of leaders and representatives of bodies of student self-government of higher education institutions.

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