

# Physical education problems of 5–9 grade pupils in the context of health preservation

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**Purpose:** *determination of the causes of deterioration of health and related problems of physical education of 5–9 grade pupils.*

**Material & Methods:** *analysis of the causes and definition of the behavioral characteristics of pupils in relation to physical education was studied during 2012–2017 in one parallel class. In the experiment conducted in two stages, 52 pupils of the secondary school No. 1 of Melitopol took part. In the study used questionnaires, analytical, comparative, experimental and statistical methods.*

**Result:** *tendency of deterioration of pupils health during training in middle classes is proved; obtained data in accordance with the typology compiled reflect the awareness of some students health as a means of raising the status, as well as the failure to understand half the researched values of physical education in maintaining health and disinterest in physical education.*

**Conclusion:** *problems of school physical education are determined by the low level of the culture of health of the entire Ukrainian society.*

**Keywords:** *problems of pupils physical education, deterioration of health, behavioral characteristics.*

## Introduction

Problems of physical education in the context of maintaining the health of the younger generation are directly related to the tendency of worsening of the somatic state – the development of chronic morbidity and functional disorders that limit the social capacity of the individual. The relevance of this relationship was first argued at the state level in 1974 in a document called “the report of Mark Lalonde”. In the report, according to the Minister of Health of Canada, the main causes of the nation’s ill health were identified as lack of physical activity and neglect of personal hygiene rules, reflecting the low level of physical education in the country [10, pp. 10–12].

Since the middle of the eighties of the last century, physicians began to register an increase in mental health disorders of European youth, directly related to physical illness and physical inadequacy, and as a consequence – the development of social ill health. Such facts indicate that the problems of the upbringing of a healthy generation in the late XX – early XXI centuries are becoming global, as evidenced by the findings of the WHO on accumulated and acquired diseases by the age of 13–15 [9, pp. 206].

Analysis of scientific works has shown that the leading countries of the world are actively developing theories and teaching practices in the field of physical education, physical education and a healthy lifestyle. Scientific works of such domestic and foreign scientists as Y. Bliznyuk, A. Golovchenko, V. Druz, B. Kram, T. Krutsevich, V. Lah, G. Allport, K. Rogers, E. Sutich, R. Schneider and others researchers are of undoubted practical interest in solving these issues. However, despite a large number of publications, the relevance of the problems of the effectiveness of physical education of pupils is preserved, since only 7% of Ukrainian children and adolescents have a satisfactory functional state of the body, which is caused both by objective and subjective reasons [5, pp. 110]. It is this context of the deterioration of health and the determination of the

degree of personal interest of students in physical education and motivation for physical education and sports have become the reason for our study.

**Purpose of the study:** *determination of the causes of deterioration of health and related problems of physical education of 5–9 grade pupils.*

## Material and Methods of the research

Analysis of the causes and the determination of behavioral characteristics of pupils for physical education were studied during 2012–2017 in one parallel of classes. Grades 5–9 of the school No. 1 of Melitopol took part. Study used questionnaires, analytical, comparative, experimental and statistical methods.

## Results of the research and their discussion

Analysis of scientific works showed that the level of students’ health often reflects the degree of efficiency of physical training. In order to find out the reasons for the increase in the incidence of pupils in this relationship, we conducted a study, the experimental part of which included two stages: study of the dynamics of deterioration of health and the elucidation of the value-motivational causes of different attitudes toward physical education, physical culture and health in general.

As the tools of the experiment, questionnaires, the analysis of school medical documents, interviews with the school physician and class teachers were used, focus groups were organized with children and their parents, data on general academic performance.

So, at the first stage, in order to determine the dynamics and trends in the deterioration of schoolchildren’s health, we analyzed the state of health of 52 students who, at the beginning of the experiment in 2012, moved to the 5A and 5B classes

and at the end of it in 2017 finished 9 classes. All students were identified in the relevant health groups according to the "Instruction on the division of schoolchildren into groups for physical training" [3, add. 1]. Throughout the period under study, the health status of the schoolchildren under study was monitored, while the dynamics of its deterioration were recorded. Negative changes in the health of the groups studied were reflected in the Table 1.

Analysis of the results of this stage of the study showed that the composition of students in different health groups begins to change in the direction of its deterioration in the transition from class to class. At the same time, during the training period, the general health of students deteriorated from 81% in the 5th to 85% in the 9th grade.

Objective causes of negative dynamics are seen in the following:

1) transfer of students from primary to secondary schools has dramatically increased both the physical and psychological stress, which required special adaptive efforts, and with which the growing organism is not always able to cope without negative consequences;

2) most transfers to a weaker group of health occurred at the end of the second half of the year, which indicates the accumulated fatigue and distress in most students;

3) data reflected in Table 1 indicate a sharp change in the composition of groups in grade 7, which is explained by both physiological changes in the body of pupils, and with manifested pathologies.

Subjective reasons are presented in the analysis of personal representations: thus, a survey of pupils and their parents on the relationship between physical education, physical culture and health showed the following:

1) idea of the goals and objectives of physical education in the context of maintaining and promoting health is limited to the knowledge of the need for exercise, but does not include

indicators such as the regime of the day, proper nutrition, psycho-hygiene and self-examination;

2) in most cases, respondents showed indifference or passivity in relation to physical education;

3) physical culture of the individual is determined by the majority of students as a temporary state, and not as a permanent style in life [1, pp. 87–93].

Requirements of the State Educational Standard of Ukraine in the section "Health and Physical Culture" determine the need for personal motivation for the conduct of a healthy image and physical training as systemic elements of the physical education of pupils [7, p. 95].

Therefore, in the second stage of the study, based on the method of E. Rakhimova, adapted to the conditions of the experiment, a classification was made of students according to the types of behavioral characteristics of the personal attitude to physical education and health [8, pp. 135–137]. This classification of ninth-graders, drawn up in 2017, was reflected in Table 2.

Results of this stage of the study, conducted in the 2016-2017 school year among students 9A and 9B classes of school № 1 in Melitopol, in accordance with this classification showed, that the attitude to health in the individual hierarchy of values reflects its place in the system of terminal values of the student. Thus, pupils of type IV as the main motive for physical training assume a struggle in the labor market, that is, health is a tool for achieving the goal. In types I, II and III, health stands in 2nd place, in V – by 3, and its recognition as a social value is in last place.

Place of health in the individual hierarchy of students' values is reflected as follows:

1) Pupils of II health type and physical development as a means of self-esteem are on the 1st place, and as practical value – on the latter, that is, for this type of health is not a means of achieving life goals in the future adulthood;

**Table 1**  
Trends in the deterioration of student health during secondary school

Year of study	Class	Number of students	Division into health groups	Correspondence of pupils	
				amount	%
2012–2013	5	52	Basic	10	19
			Preparatory	30	58
			Special	12	23
2013–2014	6	52	Basic	10	19
			Preparatory	29	56
			Special	13	25
2014–2015	7	52	Basic	9	17
			Preparatory	25	48
			Special	18	35
2015–2016	8	52	Basic	9	17
			Preparatory	19	37
			Special	24	46
2016–2017	9	52	Basic	8	15
			Preparatory	19	37
			Special	25	48
In five years of study:				52	100

Table 2

Classification of behavioral characteristics of 9 classes pupils to training in health and physical culture

Type	Characteristics of types	Methods of physical education in the context of health	Correspondence of pupils	
			Amount	%
I	A conscious choice of physical training and sports at the level of mentality	Active physical exercise or sports, health systems are used	2	3,8
II	A healthy lifestyle and physical training are a habit	Regularly used exercise, common classes of street parkour and street workout	4	7,7
III	Physical education is influenced by the social environment	Regularly follow the rules of personal hygiene and often enough do exercise	7	13,5
IV	Pragmatic type, where health is a means of increasing social status	A positive attitude to physical culture, it is difficult to single out specifically applied exercises	13	25
V	Uninterested in maintaining health, passive to physical training	Do not lead a healthy lifestyle, rarely do physical exercises and hardening	26	50
<b>Total students of 9 classes:</b>			52	100

2) I, III and IV types showed high individual importance of health as a value and a high level of motivation to strengthen it by means of physical culture and sports;

3) V type of the 9th grade pupils showed a lack of understanding of the need for physical education and a healthy lifestyle, and the possibilities of the disease appear in the too distant future.

A comparative analysis of the value-motivational causes of insufficient health care has shown quite contradictory results:

- in types I and II there are no factors that make it difficult to take care of one's own health, engage in physical culture and sports;

- Pupils of type III motivate the irregularity of employment by the lack of free time and the presence of more important cases;

- IV type physical self-education is hampered by the lack of free time and conditions for physical training;

- pupils of the V type lead the maximum number of factors that allegedly prevent them from taking care of their own health and exercise, as follows: lack of will power, lack of time, like-minded people, appropriate conditions for physical exercises, and the need for greater material costs.

At the same time, the emotional block reflects the level of anxiety in relation to one's own health and the ability to enjoy them in all types – in case of well-being, positive emotions are experienced: calmness, inner contentment and lack of indifference and, conversely, with worsening of health – anxiety, fear, irritation and depression. Thus, the revealed differences allow us to assert that health for all pupils is a universal value.

Analysis of the obtained results of the conducted research makes it possible to identify universal and specific problems of physical education of Ukrainian pupils of grades 5-9. So, universal problems for all ages of students are a lack of understanding of the value of physical education in the context of health preservation, and specific ideas about the content and quantity of physical exercises depend on gender, age and personality characteristics.

Specific problems are those reflecting the specific conditions for the socialization of the student's personality, for example, in pupils of grades 5-6, formation of ideas about the need for physical education depends on intra-family relations, since even marginal behavior of parents is a role model for children [2, pp. 95].

Pupils of grades 7–8 demonstrate a relationship with respect to physical education and sports from the social environment and, accordingly, selected role models.

In the 9th grade, a lifestyle is consciously chosen that corresponds to the level of physical education of the individual: for some pupils, physical activity and a healthy lifestyle become the norm, and for another category of boys and girls – unhealthy lifestyle and associated bad habits are perceived as "normal good", without realizing the negative consequences for health in the future.

Thus, an analysis of the results of the study gives grounds for the following conclusions.

## Conclusions

1. Deteriorating health of pupils is a persistent trend for all ages of education in the middle classes, with the seventh graders being the most vulnerable, which is caused both by accelerated physiological changes and provoked pathologies, and by a low level of physical education.

2. Main problem of physical education of pupils of grades 5–9 is a low level of culture, manifested in the insufficient representation of students and their parents about its value in maintaining health.

3. Level of the pupil's personal motivation for physical education, physical education and sports, the formation of a healthy lifestyle directly depend on the social environment. Accordingly, in the conditions of marginalization of Ukrainian society, the teacher of physical culture is often unable to independently correct the gaps of family physical education. So, even Plato, philosopher and Olympian noted that under normal conditions in the family "there is no need to seek help from doctors, since the need for them is evidence of poor upbringing and debauchery" [6, pp. 411].

**Prospects for further research** in this direction consist in modeling the process of competent physical education of pupils in the context of the preservation of health by all subjects of the educational process.

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