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### **Contingent Factors of Physical Activity of the Person in the Problem Field of Physical Education**

*The article considers negative factors, which form a platform for life position in relation to physical exercises and loads. It is established that the most common of these are laziness, phobias, envy, anger, imitation, cognitive dissonance, the influence of the "virtual world".*

It is commonly believed that the physical activity of modern man is triggered by the influence of concrete societies, the level of physical aptitude of these societies, the emerging trends in the development of society, as well as, by mental traditions and ideological factors. In the collective public consciousness, the opinion that regular physical exercises and muscular loads need not be regular and can be related to immediate desires and interests of a person is gradually formed. Thus, there is a tendency of decreasing the physical activity and as a result – disregard for the true interests of its body ("The Betrayal of the Body " Alexander Lowen). The inactive way of life in turn leads to premature cardiovascular diseases, a decrease in immunity, a violation of metabolic processes, problems of the musculoskeletal system, etc. Taking into consideration the global nature of the negative shifts in the physical health of modern youth, one can speak of a civilizational problem. Thus, according to the Internet, over the past 40 years, the number of obese children in developed countries has increased 8 times. Despite the successes of modern medicine, the marked negative trends significantly reduce the potential and limit prospects for youngsters in the city. At the same time, the prevailing liberal direction in modern pedagogy in relation to the motivational environment in physical education and physical activity of students is a fairly one-sided treatment, without taking a number of factors into account.

There are negative factors that are traditionally ignored by specialists or elude their attention. The most common of these are laziness, phobias, envy, anger, imitation, cognitive dissonance, the influence of the "virtual world." Individually expressed in a dynamic combination, they form a platform for the life position relative to physical exercises and stresses, which externally manifests itself in a "relation" (philosophical anthropological characteristics). Since these factors vary significantly depending on the specifics of each new contingent of participants and

their ratio, as a rule, is tied to a certain contingent, a group of people, we can designate them as "contingent factors". Thus, contingent factors are the accompanying variables of a person's psychophysiology, expressed in his relation to the given subject.

An objective approach to assessing the effectiveness of the impact of all significant factors (including contingent factors) affecting the process of physical aptitude of students for future professional activity (and life activity in general) opens the way for further optimization of physical education in higher education institutions.

The results of the questionnaire survey conducted in 2015-2016 among the second-year students of NAU in 2015, show that almost 100% of respondents are aware of the need for regular exercise. But, in spite of the minimum number of compulsory classes, only 45% of the respondents are additionally engaged in physical training (only one third of them train more than once a week).

It can be assumed that knowledge as acquired information does not always lead to the expected action or result. For example, most children know the moral norms well, but consciously violate them. Same deal with motor activity: a young man often consciously ignores important for his future life activities in order to please short-term interests, desires and moods. We have to repeat platitudes: to remind that the pedagogical process in physical education should be focused not only (and not so much) on training the body and preparing for the whole fit tests, but also on the education of personality itself. The physical activity experience of most modern students is extremely limited. The desire to acquire such experience and work on improving the physical fitness of one's body is even less for most representatives of the younger generation. However, without regular physical exercises and without the acquired appropriate physical activity experience, physical education loses its significance. It is necessary to accumulate a quite diverse and long-term physical activity experience and be able to analyze it on two levels - the unconscious and the conscious. The basis for the optimal interaction of consciousness and the body is possible due to the practice. The activation and passivation of the mind and the body can change the hierarchy of this interaction (the body slave or the master of the body).

Considering a person as a biological system (self-developing or collapsing), we should take the fact that the consistency of the teacher's work is provided only by the adequate simultaneous impact on both consciousness and functional systems of the organism into consideration. Taking in consideration the use of the specificity of the most significant contingent factors. That is, without serious physical exertion and body tests, work in a consultative mode (theory) is unproductive.

Let us consider some of the proposed factors. Laziness is a keen unwillingness to work, despite the optimal state of the body for work. The interpretation and definitions of this concept are vague and ambiguous, and "laziness" as a phenomenon is little studied. But without taking this circumstance as a systemic factor into account, the further improvement of the process of physical education of students is unproductive. The following interpretation is worthy of attention: "Laziness is a psychosomatic sign of the mechanism health worked out over the years of evolution, namely intuitive recognition of the nonobligatory or

meaningless work." Laziness, as well as anxiety, stress, trouble, can be proper to the inherent human life conditions of the body. Thus, we can talk about the laziness as the sign, the phenomenon and the state.

Moreover, in the anthropological context, we can speak of a laziness as the phenomenon, since there is an opinion about the positive effect of this factor on man's acumen and ingenuity, thus on the entire evolutionary potential of our species. There is an opinion that physical laziness as a phenomenon originates in the instinct of self-preservation man, in an attempt to save energy for possible extreme situations (the subconscious mind forces a person to constantly save energy in his possible physical efforts).

By zones of responsibility, "laziness" can be classified as an intellectual (cognitive sphere), emotional, physical, social (neglect their social and household responsibilities).

Cognitive dissonance in the sphere of human physical activity is closely interrelated with other contingent factors, and especially with "laziness." We can say that a person seeks an excuse of laziness, phobias, "virtual interests" (also including in the subconscious), and ultimately find their expression in cognitive dissonance. During a life a person accumulate knowledge in different spheres (cognitions) concerning the corporeality and his own physical functions. The decision which sphere of the knowledge should be chosen, is not always the same and can be stretched in time.

It can be assumed that not only theoretical and practical knowledge can enter into a dissonance, but also "bodily knowledge"(which is in the pre-scientific state). In opposition to identified cognitions, there is a moment when a person's choice, when implemented directly, is unconsciously adjusted. In the field of physical activity among students, the most common form of solving (or quasi-solving) cognitive dissonance is the postponement, the transfer of the final choice for the future. This solution is more common than positive or negative ones in relation to the need for regular physical loads. Negative choice leads to self-deception and dubious human life prospects.

The manifestation of various phobias and shame in the process of a person's physical training is, first of all, a product of the psyche and should be studied by psychologists. However, the teachers of physical education must deal with these phenomena and their consequences. The success of the struggle depends not only on the pedagogical experience, but also on the study of the processes and mechanisms of these phenomena. The questionnaire survey conducted in 2013 among the second-year students of NAU showed that among students of the main department, 12.5% of respondents experienced fear or negative emotions in performing different physical exercises, and up to 38% have medical problems and cannot do exercises properly. From practical observations it can be added that the more extensive the physical activity experience of a person, the less the chance of such manifestations. The shame for the unsatisfactory physical fitness of your body, especially in front of your peers, can become a reason for constant avoiding any physical loads and exercises.

Thus, among the phobias affecting the success of the pedagogical process of physical education, one can single out the fear of performing physical exercises

(especially new and unusual ones), before performing heavy (for certain person) physical loads, before a possible failure in a specific physical action, shame for one's own physical inconsistency (real or imaginary) and for the state of one's body (physical imperfection).

**Conclusions.** Each person has individual characteristics and differences that affect the process of his individual physical training. In each generation and in each specific group of people, this uniqueness is expressed in contingent factors. In spite of the factors considered are inherent (to any extent) in all people, their characteristics tend to vary in the time range. The next aspect is that there is a correlation between contingent factors (including feedback channels) and mutual influence.

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