



EFFECT OF PHYSICAL DEVELOPMENT SELF-ASSESSMENT INDICATORS ON VALUE ORIENTATION STRUCTURE FORMATION IN SENIOR SCHOOL AGE STUDENTS

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Abstract

Background. Physical education as a subject in general secondary education institutions aims not only to solve health and educational problems but also to form a value attitude to health, healthy lifestyle, fostering the interest in and the need for physical activity.

Research purpose. The study aims to investigate the relationship between senior school age students' value orientations and physical development self-assessment indicators to determine incentives to increase motivation for self-improvement by means of physical education.

Materials and methods. The research methods used to solve the tasks set in the paper were as follows: analysis and generalization of data of scientific and methodological literature; content analysis; comparison and juxtaposition method; Ye. Bochenkova's test-questionnaire Self-description of physical development, M. Rokych's technique for defining value orientations; methods of mathematical statistics.

Results. Based on examining correlations between the 11th grade students' terminal values and physical development self-assessment, a tendency was found to shift the priority of youth values towards life values, values of professional realization, and values of interpersonal relationships. Based on the results of the study, we found that the formation of value orientations in boys and girls in high school can affect self-esteem, which in turn is a stimulus for self-improvement and, through an effective component of physical activity, increases the importance of "health" for senior school age boys. On the other hand, girls have no such pattern, and the value of "health" is declarative for them.

Conclusions. It has been determined that the formation of value orientations through an effective component of physical activity can affect the self-esteem of boys and girls, which in turn is an indicator of self-awareness and expresses the individual's attitude to himself and is the basis for regulating their own behavior.

Keywords: physical culture, physical education, school, secondary school students, physical development self-assessment, value orientations.

Introduction

Physical education as a discipline in general secondary education institutions aims not only to solve health and educational problems but also to form a value attitude to health, a healthy lifestyle, cultivating interest, and the need for physical activity (Maievskiy, 2016; Krutsevich, 2017).

Despite the fact that the school is an educational institution that focuses on the harmonious development of children, there is a clear decline in the physical activity of students and – as a consequence – a decrease in their physical condition and morbidity (Krutsevich, Pangelova, Trachuk, & Ivanik, 2019; Andrieieva et al., 2019).

Among all categories of student youth, the attention of scientists is attracted by the senior school age, as a transitional period in the physical, intellectual and spiritual development of the individual (Back, 2015; Maievskiy, 2016; Marchenko, 2018).

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Formation of value orientations in the field of physical culture is possible first of all under conditions of the orientation of the student on the possibility of realization of the certain, most important personal needs which, in turn, will become the main factor of the formation of value attitude, and further – humanistic and culturological value orientations in the researched sphere (Erikson, 2006; Krutsevich, Trachuk, Ivanik, Panhelova, Brychuk, & Kedrych, 2021).

Most often in psychology, values are revealed through a person's perception of the most desirable, attractive, and important for him. A clear system of value orientations allows a person to be more active and live their own lives more productively. A person consciously chooses life priorities for the first time in adolescence (Amorose, 2001; Ostrovska, 2003; Gest, Molloy & Ram, 2015; Fliarkovska, 2020).

The degree of acceptance of one's own bodily image "I" affects the formation of self-concept in adolescence and determines the ways of forming adequate self-esteem of adolescents (Borozdina, 2009; Bekh, 2010; Golbert & Tolstykh, 2018).

In the context of our study, the most interesting are those related to the coverage of various aspects of the formation of value orientations in the field of physical culture and sports (Krutsevich & Marchenko, 2017).

However, today, unfortunately, there are no thorough comprehensive studies to identify interdependent content characteristics of self-assessment of physical development of high school students and their choice of values, which reflects their personal development and can be useful for further development of recommendations for optimizing physical education of senior school age students.

The above confirms the relevance of the problem, determines its choice as a topic of research and is the basis of a separate study of this problem, which has theoretical, practical and social significance.

The purpose of the study – to study the interdependence of value orientations and indicators of self-assessment of physical development of senior school age students to determine incentives to increase motivation for self-improvement by means of physical education.

Materials and methods

Study participants

The research was conducted in a secondary school No 17 in Lutsk with the participation of senior school age students in the number of 60 students (boys – 30; girls – 30).

Study organization

To solve the problem set in the work, the following research methods were used: analysis and generalization of data from scientific and methodological literature; content analysis; method of comparison and juxtaposition; Ye. Bochenkova's test-questionnaire "Self-description of physical development", M. Rokych's method of revealing value orientations, methods of mathematical statistics.

The test questionnaire of "Self-description of physical development" (Bochenkova, 2000) consists of 70 statements that relate to the field of physical development of a person and sets 10 indicators of physical development and an indicator of general self-esteem of a person.

The indicators are: health, coordination of movements, physical activity, harmony of the body, athletic abilities, physical "I", appearance, strength, flexibility, endurance, self-esteem.

Evaluation of the results was carried out by correlating the results with generally accepted norms of the level of personality self-esteem, in accordance with which the personality self-esteem scale was used for the following indicators:

- a very high level of self-esteem (overstated) – 75-100% of the maximum number of points;
- high level of self-esteem – 60-74% of the maximum number of points;
- the average level of self-esteem – 45-59% of the maximum number of points;
- low self-esteem – below 45% of the maximum number of points.

To study the peculiarities of the formation of value orientations of schoolchildren, we used the method of M. Rokych (adapted by Yadov, 2007), which took into account the age characteristics of students that determine the functioning of the mechanism of differentiation of values and character choice of certain values.

Statistical analysis

The statistical analysis of the obtained data was performed using the Statistica ver. 10.0 (Stat Soft, USA) statistical software and the Microsoft Excel 2016 spreadsheets (Microsoft, USA). Only licensed software was used to perform the analysis.

Results

The results of the study show that between boys and girls of senior classes there are some differences in indicators of self-esteem of physical development and priority in the choice of value orientations.

We suggest that the level of self-esteem of physical development and health of boys and girls may have some influence on the formation of their value orientations.

To determine the interdependence of value orientations and indicators of self-assessment of physical development of boys and girls of senior school age, a correlation analysis was conducted (table 1, 2).

According to the results of the study of the interdependence of correlations between terminal values and indicators of the questionnaire "Self-description of physical development" of 11th grade boys, we note the largest number of correlations around the terminal value "interesting work", namely moderate correlation with: "health" ($r = 0.32$, $p < 0.05$), "slender body" ($r = 0.32$, $p < 0.05$) and "self-esteem" ($r = 0.28$, $p < 0.05$); value-goal "love" correlates with self-esteem "health" ($r = 0.27$, $p < 0.05$), "coordination of movements" ($r = 0.41$, $p < 0.05$), "slim body" ($r = 0.31$, $p < 0.05$), "athletic ability" ($r = 0.29$, $p < 0.05$), "strength" ($r = 0.26$, $p < 0.05$), "flexibility" ($r = 0.31$, $p < 0.05$) and "self-assessment of physical development" ($r = 0.53$, $p < 0.01$) (Table 1).

In the context of our study, a significant correlation between the terminal value of "health" and "self-esteem" ($r = 0.35$, $p < 0.05$) as an indicator of self-description of physical development deserves special attention. Young people believe that in order to achieve a high level of health, you need to have high self-esteem of physical development.

Table 1 Correlation between the indicators of the test “Self-description of physical development” and value orientations in 11th grade students (n=30)

| Value orientations | Indicators of the test “Self-description of physical development” | | | | | | | | | | |
|----------------------------------|---|---------------------------|-------------------|-----------|--------------------|--------------------|------------|-------|-------------|-----------|-------------|
| | Health | Coordination of movements | Physical activity | Slim body | Athletic abilities | Global physical. I | Appearance | Power | Flexibility | Endurance | Self-esteem |
| | Terminal values | | | | | | | | | | |
| Self-sufficiency as independence | -0.10 | -0.14 | -0.07 | -0.11 | -0.16 | 0.10 | 0.17 | 0.10 | 0.05 | 0.15 | -0.10 |
| Self-confidence | 0.08 | 0.16 | -0.05 | 0.09 | 0.12 | 0.02 | 0.40 | 0.19 | 0.16 | 0.05 | 0.31 |
| Material support | 0.08 | 0.08 | -0.34 | 0.25 | 0.03 | 0.20 | 0.39 | 0.26 | 0.12 | 0.01 | 0.35 |
| Health | 0.18 | 0.38 | 0.02 | 0.06 | 0.32 | -0.15 | 0.13 | 0.23 | 0.37 | 0.22 | 0.45 |
| Pleasure in life | 0.29 | 0.32 | -0.03 | 0.23 | 0.18 | -0.05 | 0.22 | 0.18 | 0.29 | 0.15 | 0.50 |
| Interesting job | 0.32 | 0.16 | -0.20 | 0.32 | 0.15 | -0.03 | 0.02 | 0.06 | 0.15 | 0.07 | 0.28 |
| Love | 0.27 | 0.41 | -0.13 | 0.31 | 0.29 | -0.01 | 0.24 | 0.26 | 0.31 | 0.13 | 0.53 |
| Freedom as independence | 0.03 | 0.12 | -0.16 | 0.26 | -0.04 | 0.19 | 0.14 | 0.07 | 0.10 | 0.02 | 0.16 |
| The beauty of nature | 0.05 | 0.23 | 0.10 | -0.04 | 0.25 | -0.17 | -0.12 | 0.05 | 0.19 | 0.31 | 0.05 |
| Good and loyal friends | 0.16 | 0.31 | -0.06 | 0.14 | 0.13 | 0.13 | 0.33 | 0.32 | 0.32 | 0.14 | 0.55 |
| cognition | 0.20 | -0.22 | 0.31 | -0.31 | 0.03 | -0.34 | -0.32 | -0.33 | -0.22 | -0.12 | -0.23 |
| Happy family life | -0.02 | 0.32 | 0.31 | -0.09 | 0.35 | -0.17 | 0.08 | 0.18 | 0.23 | 0.09 | 0.45 |
| Art | 0.23 | 0.00 | -0.05 | 0.04 | 0.04 | -0.13 | 0.00 | -0.17 | -0.06 | -0.13 | 0.12 |
| Public recognition | -0.10 | 0.16 | 0.23 | -0.02 | 0.12 | -0.19 | -0.01 | -0.08 | 0.00 | -0.06 | 0.14 |
| Active life | 0.30 | 0.11 | -0.11 | -0.03 | 0.15 | -0.11 | 0.00 | -0.05 | 0.06 | -0.01 | 0.13 |
| Equal opportunities for all | -0.13 | 0.35 | 0.17 | 0.07 | 0.31 | -0.13 | 0.09 | 0.15 | 0.14 | 0.06 | 0.34 |
| total Σ | 2.54 | 3.47 | 2.34 | 2.37 | 2.67 | 2.12 | 2.66 | 2.68 | 2.77 | 1.72 | 4.69 |
| r Arithmetic mean | 0.15 | 0.21 | 0.14 | 0.14 | 0.16 | 0.13 | 0.16 | 0.16 | 0.17 | 0.10 | 0.29 |

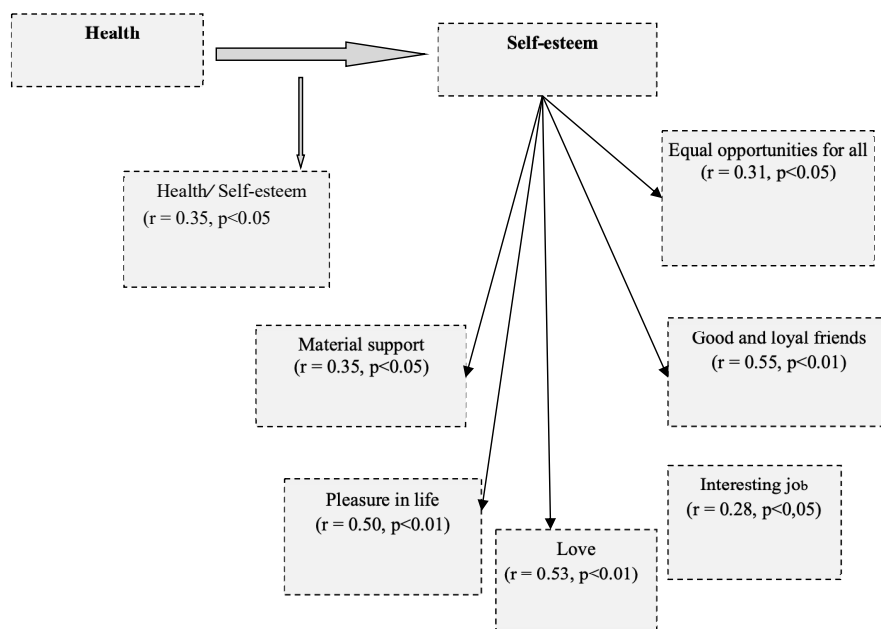


Fig. 1. Correlations of the questionnaire “Self-description of physical development” “self-assessment”

Table 2. Correlation between the indicators of the test “Self-description of physical development” and value orientations in 11th grade girls (n=30)

| Value orientations | Indicators of the test “Self-description of physical development” | | | | | | | | | | |
|----------------------------------|---|---------------------------|-------------------|-----------|--------------------|--------------------|------------|-------|-------------|-----------|-------------|
| | Health | Coordination of movements | Physical activity | Slim body | Athletic abilities | Global physical. I | Appearance | Power | Flexibility | Endurance | Self-esteem |
| Terminal values | | | | | | | | | | | |
| Self-sufficiency as independence | 0.22 | 0.36 | 0.37 | -0.37 | 0.31 | -0.20 | -0.34 | 0.13 | 0.33 | 0.37 | -0.31 |
| Self-confidence | 0.20 | 0.31 | 0.33 | -0.32 | 0.27 | -0.18 | -0.34 | 0.23 | 0.29 | 0.32 | -0.37 |
| Material support | -0.09 | -0.04 | -0.04 | 0.04 | -0.03 | 0.02 | 0.04 | -0.03 | -0.03 | -0.04 | 0.04 |
| Health | -0.02 | 0.16 | 0.17 | -0.17 | 0.14 | -0.09 | -0.18 | 0.12 | 0.15 | 0.17 | -0.20 |
| Pleasure in life | 0.00 | 0.13 | 0.14 | -0.13 | 0.11 | -0.07 | -0.14 | 0.09 | 0.12 | 0.13 | -0.15 |
| Interesting job | 0.08 | 0.27 | 0.29 | -0.28 | 0.24 | -0.16 | -0.30 | 0.20 | 0.25 | 0.28 | -0.33 |
| Love | 0.09 | 0.23 | 0.24 | -0.24 | 0.20 | -0.13 | -0.25 | 0.17 | 0.22 | 0.24 | -0.28 |
| Freedom as independence | 0.08 | 0.27 | 0.29 | -0.28 | 0.24 | -0.16 | -0.30 | 0.20 | 0.25 | 0.28 | -0.33 |
| Beauty | 0.09 | 0.23 | 0.24 | -0.24 | 0.20 | -0.13 | -0.25 | 0.17 | 0.22 | 0.24 | -0.28 |
| Good and loyal friends | 0.09 | 0.23 | 0.24 | -0.24 | 0.20 | -0.13 | -0.25 | 0.17 | 0.22 | 0.24 | -0.28 |
| Knowledge | 0.24 | 0.22 | 0.23 | -0.23 | 0.19 | -0.12 | -0.16 | -0.03 | 0.20 | 0.22 | -0.08 |
| Happy family life | 0.12 | 0.26 | 0.28 | -0.27 | 0.23 | -0.15 | -0.29 | 0.19 | 0.25 | 0.27 | -0.31 |
| Art | 0.17 | 0.23 | 0.24 | -0.24 | 0.20 | -0.13 | -0.25 | 0.17 | 0.22 | 0.24 | -0.28 |
| Public recognition | 0.12 | 0.26 | 0.28 | -0.27 | 0.23 | -0.15 | -0.29 | 0.19 | 0.25 | 0.27 | -0.31 |
| Active life | 0.20 | 0.24 | 0.25 | -0.25 | 0.21 | -0.14 | -0.26 | 0.05 | 0.22 | 0.25 | -0.29 |
| Equality | 0.26 | 0.12 | 0.08 | -0.06 | 0.00 | 0.09 | -0.02 | -0.03 | 0.11 | 0.09 | -0.10 |
| Total Σ | 2.07 | 3.56 | 3.71 | 3.63 | 3.00 | 2.05 | 3.66 | 2.17 | 3.30 | 3.65 | 3.94 |
| rArithmetic mean | 0.12 | 0.22 | 0.23 | 0.23 | 0.18 | 0.12 | 0.22 | 0.13 | 0.21 | 0.22 | 0.24 |

Given the interdependence of health values and self-esteem of young people, we made a detailed analysis of the correlations of self-esteem of physical development and found the maximum number of positive correlations with the following values-goals of young men: “self-confidence” ($r = 0.31$, $p < 0.05$), “health” ($r = 0.45$, $p < 0.01$), “life satisfaction” ($r = 0.50$, $p < 0.05$), “interesting work” ($r = 0.28$, $p < 0.05$), “love” ($r = 0.53$, $p < 0.05$), “good and faithful friends” ($r = 0.55$, $p < 0.01$), “happy family life” ($r = 0.45$, $p < 0.05$), “equal opportunities for all” ($r = 0.31$, $p < 0.05$) and “self-confidence” ($r = 0.31$, $p < 0.05$) (Figure 1).

Thus, through the formation of value orientations, we have the opportunity to influence the self-esteem of young people, which in turn has an impact on increasing the importance of the value of “health” through an effective component of physical activity. The above values are a stimulating factor in increasing young people’s motivation to self-improvement. In turn, human self-improvement can be a means of physical education, which aims to improve physical fitness, functional state of the body and the level of physical health of young people.

In the context of considering the correlations between value orientations and indicators of self-description of physical development of girls of senior school age, it should be

noted that the results of the study differ significantly from those of boys. We found negative correlations between the terminal value of “public recognition” and indicators of “Self-description of physical development” of girls: “slim body” ($r = -0.27$, $p < 0.05$), “appearance” ($r = -0.29$, $p < 0.05$) and “self-assessment” ($r = -0.31$, $p < 0.05$) (Table 2).

From this we conclude that the desire of girls for public recognition is quite ambitious, but not due to good appearance and slim body, but due to the development of certain physical qualities, such as: “coordination of movements” ($r = 0.26$, $p < 0.05$), “physical activity” ($r = 0.28$, $p < 0.05$), “flexibility” ($r = 0.25$, $p < 0.05$) and “endurance” ($r = 0.27$, $p < 0.05$). And a negative connection suggests that low self-esteem of high school girls’ appearance prevents them from fully realizing their career ambitions and reduces communicative activity in communicating with peers.

It is worth noting that this can also be manifested in the suppression of leadership qualities of girls. This assumption is also consistent with the need of girls for freedom as independence and the need for public recognition, as evidenced by the correlations of the terminal value “freedom as independence” with the following indicators of self-assessment of physical development: “coordination of movements” ($r = 0.27$, $p < 0.05$), “physical activity” ($r = 0.29$, $p < 0.05$),

“flexibility” ($r = 0.25, p < 0.05$) and “endurance” ($r = 0.28, p < 0.05$), “sports abilities” ($r = 0.24, p < 0.05$).

The value orientation towards a happy family life, which they also associate with good physical development, turned out to be quite predictable for high school students. We trace a slight correlation between the value of “happy family life” with the following indicators of physical development: “co-ordination of movements” ($r = 0.26, p < 0.05$) and “physical activity” ($r = 0.28, p < 0.05$).

Analyzing the obtained results of correlations between the indicators of the test “Self-description of physical development” and value orientations in 11th grade girls, we also note an unprecedented case when the indicators of the questionnaire “Self-description of physical development” “slim body” and “appearance” received only negative correlations connections with the following terminal values: “interesting work”, “public recognition”, “self-confidence”, “self-sufficiency as independence” (Table 2).

This fact can be explained by the fact that the 11th grade in the life of schoolchildren is a very difficult period and a responsible moment in the life of teenagers. This is a period of increased workload and moral pressure from teachers and parents because the decisive year ahead is the passing of exams and the entrance campaign. Therefore, dissatisfaction with the indicators of self-esteem of physical development (“slim body” and “appearance”) have a negative impact on the social activity and communication of girls in their microenvironment and on the above life values. Interest in one’s appearance grows sharply, a new image of the physical “I” is formed.

Discussion

The formed value orientations are the most important regulator of vital activity of the person in society, and provide stability to the person’s display of its behavior, interest, needs, and beliefs on the basis of which the hierarchy of values of the individual is built (Bekh, 2010).

Mdivani (1991) predicted that “I-physical” has its own structure and meaning, but due to the formation of gender and role stereotypes in boys and girls, “I-physical” may partially change. The object of self-esteem can be various aspects of personality: features of construction and course of activity, its results, behavior and relationships, existing abilities, interests and needs, features of character, temperament, intelligence, etc.

During this period, the attitude of young high school students to physical activity changes somewhat, which determines the concentration of efforts on the formation of values, including the values of physical culture. According to scientists, the emotional background of adolescents becomes uneven and unstable. The teenager is forced to constantly adapt to physical and physiological changes in his body.

We present the results of correlations between terminal values and self-assessment of physical development of 11th grade students, which indicate a trend of shifting the priority of youth values towards life values, values of professional realization, and values of interpersonal relationships. Note that the interdependence of these indicators with self-assessment of physical development.

In our study, self-esteem is seen as the ability of young people to analyze their own physical condition, and this can

affect the formation of the inner world and on this basis to form appropriate value orientations because they give the opportunity to express certain individual characteristics of adolescents and influence motivation to exercise and sports.

In the context of our study, we found the interdependence of “self-esteem” as one of the indicators of the questionnaire “Self-description of physical development” and the value of “health” in young people, which is confirmed by a strong correlation between them. In turn, it should be noted that young people’s self-esteem has a large number of positive correlations with other terminal values. This suggests that young people’s high self-esteem affects both their relationships with friends, improving their perception of life and helping them to enjoy life, and adds confidence by influencing their health and family relationships. Thus, through the formation of value orientations, we have the opportunity to influence the level of self-esteem, which in turn, through an effective component of physical activity affects the importance of the value of “health” (Krutsevych & Marchenko, 2017).

In this regard, it is worth noting the negative correlation between good looks, slim body in girls and their value choices for interesting work, the desire for public recognition, self-confidence and independence.

Back (2015) as a result of research, positive correlations were found between participation and attitude to school physical education, sports competence, appearance, physical activity, self-esteem, flexibility, endurance, strength and body as a whole; however, a negative correlation was found with fat deposits (obesity) and the health of senior school age students.

The self-esteem of physical development of schoolchildren is influenced by internal and external factors which are connected with fashion for good appearance, development of physical qualities, on various types of motor activity (Krutsevych & Marchenko, 2017b).

Marchenko et al. (2021) determined the general level of self-esteem of boys and girls of different age groups of their physical development and critical periods of boys and girls were identified, where self-esteem of physical development has the lowest indicators, as well as those age periods in which students are confident in their strengths and physical qualities in a high level of general self-esteem of physical development.

Self-assessment of physical development functions as part of self-awareness and expresses the individual’s attitude to himself and is the basis for regulating his own behavior, has some influence on the formation of values and value orientations of man. This is especially true of adolescence, when the completion of a very important stage of personal formation (Bochenkova, 2000; Krutsevich, Marchenko, Trachuk, Panhelova, Napadij, & Dovgal, 2021; Krutsevich, Marchenko, Trachuk, Priymak, Panhelova, & Kholodova, 2021).

We are convinced that special attention needs to be paid to the need to take into account the individual characteristics of girls, to develop individual exercise programs for them during physical education classes, which in turn will contribute not only to the harmony of physique, but also to the formation of girls’ values for them proved to be a priority, namely, aimed at independence and autonomy in judgments and public recognition, thereby increasing their self-esteem.

Conclusions

Certain interdependencies of value orientations and the level of self-assessment of physical development of senior school age students and the impact on this process of physical culture and sports, of course, do not cover all aspects of solving this problem. However, it is determined that the formation of value orientations through an effective component of physical activity can affect the self-esteem of boys and girls, which in turn is an indicator of self-awareness and expresses the individual's attitude to himself and is the basis for regulating their own behavior and self-improvement.

Conflict of Interest

The authors declare that there is no conflict of interest.

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ВПЛИВ ПОКАЗНИКІВ САМООЦІНКИ ФІЗИЧНОГО РОЗВИТКУ НА ФОРМУВАННЯ СТРУКТУРИ ЦІННІСНИХ ОРІЄНТАЦІЙ УЧНІВ СТАРШОГО ШКІЛЬНОГО ВІКУ

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Авторський вклад: А – дизайн дослідження; В – збір даних; С – статаналіз; D – підготовка рукопису; Е – збір коштів

Реферат. Стаття: 7 с., 2 табл., 1 рис., 24 джерела.

Метою дослідження було вивчення особливостей взаємозв'язку ціннісних орієнтацій школярів 11-их класів з показниками самооцінки фізичного розвитку.

Матеріали та методи. Для вирішення поставлених в роботі задач використовувалися наступні методи дослідження: аналіз та узагальнення даних науково-методичної літератури; контент-аналіз; метод порівняння та зіставлення; тест-опитувальник Є. Боченкової «Самоопис фізичного розвитку», методика визначення ціннісних орієнтацій М. Рокича; методи математичної статистики.

Результати. За результатами дослідження кореляційних зв'язків між термінальними цінностями та самооцінкою фізичного розвитку юнаків 11-го класу виявлено тенденцію зміщення пріоритетності цінностей юнаків у бік життєвих цінностей, цінностей професійної реалізації та цінностей міжособистісних відносин. На підставі результатів дослідження нами виявлено, що через форму-

вання ціннісних орієнтацій юнаків і дівчат старших класів можна впливати на самооцінку, яка в свою чергу є стимулом до самовдосконалення та через дієву складову фізичної активності підвищує значущість цінності «здоров'я» для юнаків старших класів. Натомість у дівчат такої закономірності не виявлено, цінність «здоров'я» для них має декларативний характер.

Висновки. Визначено, що при формуванні ціннісних орієнтацій через дієву складову фізичної активності можна впливати на підвищення самооцінки юнаків і дівчат, яка в свою чергу є індикатором самосвідомості і виражає ставлення особистості до самої себе та є основою для регуляції нею власної поведінки.

Ключові слова: шкільне фізичне виховання, учні старшого шкільного віку, самооцінка, фізичний розвиток, ціннісні орієнтації, старшокласники.

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