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PHYSICAL AND MORAL-PSYCHOLOGICAL PREPARATION
OF SCHOOL CHILDREN – FUTURE DEFENDANTS OF MOTHERLAND

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Abstract

It is stated that school children of school №133 of Krasnoyarsk have achieved a higher level of physical preparation with the help of a better moral-psychological training. The interconnection of physical and patriotic up-bringing presented in the authorized special training course “Physical exercises as a means of cultivating the will and super will of the future defendants of Motherland” helped to increase the motivation of schoolchildren to their moving activity. The basic pedagogical experiment was conducted in which the schoolchildren of the given educational establishment took part. The major experiment had been held under the conditions of the educational process and that allowed fully controlling the level of the physical condition of the schoolchildren, the growth of their physical training and the restoring process. The analysis of the conducted experiment results allowed making the methodological approaches more precise and introducing specifications into the already existing special training course as well as probate will-training exercises. The results were characterized by a strategically important growth with reliability equal to 95%. Dispersion, a standard mistake of differences, an average arithmetic and the calculated t-criteria were defined.

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**Relevance**

In the postwar period at the Institutes of Physical Education of the USSR the scientific research in the sphere of physical and psychological education aimed to promote enforcement of the country defense (Dzhamgarov & Puni, 1979).

But the modern researchers have discovered that not all war swimmers have a great degree of fitness for the effective professional war activity. Besides, many of the war swimmers have difficulties with moral-psychological and physical load during professional war activity (Taimazov et al., 2015). These are war swimmers, who surpass any average man in the world by their physical conditions (Naftali, 2014; Lee, 2013; Komova, Zuko, Turchina, Cherdantsev, Prikhodko, Ivanova, & Petrova, 2013).

Considering the above-mentioned physical and moral-psychological fitness has a great applied significance in training future defendants of the Motherland (Leonenko, 2016; Kajumova, Khasanova, Khripkova, Sadykova, Sharipova, Vildanova, Zaichenko, Ziatdinova, 2016).

The purpose of this study is to reveal the ways to improve the efficiency of the moral-psychological training of the school children to ensure their better physical fitness.

**State of the problem**

Currently, there is a contradiction between the demands of the public experience and the necessity of the scientific approach to the modernization of the process of the moral-psychological training of the school children. There is also a contradiction between the recognition of significance of the methods and means of physical education as a necessary complex for upbringing of a socially adapted personality, on one hand, and difficulties in using the methods and means of physical culture in the educational work aimed at the formation of patriotic, moral-willful and just moral qualities of the youth, on the other hand (Hodzhageldieva, Imambekova, Kerimbayeva, Myrkassymova, Shukeyeva, Alpysbay, & Bekberdiyeva, 2016; Mokeyeva, & Andreeva, 2016).
To increase the effectiveness of training classes, a new content of theoretical and practical training is offered, which involves a combination of physical and patriotic upbringing methods, formation of motivation to serve in the army for defending Motherland and interest in motor activity. This new approach is based on the combination of the specified and modernized means and methods of physical, patriotic and theoretical training of fifth form pupils of school N133 in the city of Krasnoyarsk.

**Materials and methods**

The proposed authorized methodical model based on interconnection of physical and patriotic education is based on the ideas of L.P. Matveev (Matveev, 2008), which were developed in other research (Arutyunyan, 2014; Arutyunyan, 2014; Arutyunyan, 2015). The model takes into account the main statements about physical culture in different aspects (Lubysheva, 2014).

The ideas proposed by T.T. Dzhamgarov and A. Puniweretaken were also taken into account. The authors define two main categories of difficulties: the first one – biodynamic (direct) difficulties, arising while overcoming resistance and contradiction of physical forces influencing directly the body of the sportsman, and the second one – psychological (indirect) difficulties, making the motion activity of the sportsman more difficult through depressing his psychological state (Dzhamgarov, Puni, 1979).

Pedagogical situations were modeled according to the means of physical education and the specific features of their influence on the personality of school children.

At the lessons the pedagogical situations were modeled according to the complex character of their content.

The tested schoolchildren were offered either:

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1. to chin upon horizontal bars 5 times or do push-ups bending and unbending their arms in a lying position also 5 times. The tested schoolchildren demonstrated boldness and determination. If the children chose the first exercise, they evidently might have demonstrated more boldness and determination having chosen a more difficult exercise. Time on the task was taken into account. The less the time was, the higher was a degree of demonstrating qualities mentioned above ("complication of inner conditions");
to do push-ups bending and unbending their arms in a lying position or to do push-ups bending and unbending their arms in a lying position with a jump and a clap;
— to do any exercises for strengthening the abdomen muscles from a lying position, raising the body and raising the body and legs simultaneously (“complication of inner conditions doing the exercise”);
— to play football with the same number of players or with a less number of players. The final reducing of players could be up to two (“changing of competitions’ rules”);
— to play football while a specially prepared fans’ crowd supports one team and suppresses the other team. The behavior of the suppressed team and the score are being watched. If the emotionally suppressed team still wins, it can be characterized as the demonstration of the team’s will and team’s composure. These psychological difficulties were distinguished and experimentally proved by T.T. Dzhamgarov and A. Puni (Dzhamgarov&Puni, 1979).

Results and their discussion

In 2015-2016 academic year the pedagogical experiment was held by T.G. Arutyunyan on the basis of the secondary school №133, the city of Krasnoyarsk (experimental and control groups). The studying process was organized using a specially developed elective course “Physical exercises as a means of cultivating will and super will of the future defendant of Motherland” (Arutyunyan, 2011), developed on the base of works by T.T. Dzhamgarov and A. Puni (Dzhamgarov, Puni, 1979), L.P. Matveev (Matveev, 2008), L.I. Lubyshева (Lubyshева, 2014) and others.

The physical and technical fitness of the tested schoolchildren was controlled. A total of 27 participants with the equal physical abilities took part in the experiment. Additional training with the use of a special course “Physical exercises as a means of cultivating will and super will of the future defendant of Motherland” was provided for 14 schoolchildren. In addition, these children were asked to perform will training tasks mentioned above. The main experiment was conducted under the conditions of the studying process. This allowed monitoring of the degree of the children’s general physical state, evaluating their fitness and the restoration process. The analysis of the results of the conducted pedagogical experiment
allowed making the methodical approaches more concrete and introducing more precise specifications into the special course, which had been made up before. The will training tasks were approved. A total of 13 schoolboys from form 5 A were included into the control group and 14 schoolboys from form 5M were included into the experimental group at random. Comparison was held according to seven points: pushing the body up from a lying position (for 1 min.), bending and unbending arms from a lying position (number of times), bending from a sitting position (cm), pulling oneself up (number of times), running 30 m (sec.), running 1 km (min., sec.), a standing jump (cm).

The comparison of average measures according to seven points of Student’s t-criterion at the beginning of the experiment did not show statistically significant differences, but at the end of the experiment the differences were revealed in all the tests. The experimental group had better results. The results were characterized by a statistically meaningful increase with the 95% level of reliability. Dispersion, standard deviation, arithmetic mean and Student’s t-criterion were calculated (Zakiryanov, Orekhov, 2002).

**Conclusion**

1. The effectiveness of will training exercises has been proven.
2. The ideas of T.T. Dzhamgarov, A. Puni and L.P. Matveev have been more precisely defined.
3. The interconnection of patriotic and physical upbringing was implemented in a special authorized course and promoted the raising of motivation of schoolchildren to motor activity.
4. The learners of the secondary school have increased their level of physical fitness and abilities with the help of the quality moral-psychological training.
5. Moral-psychological training of schoolchildren who will become the defendants of Motherland remains a problematic issue due to a new geopolitical position of Russia.

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