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**ІННОВАЦІЙНІ ТЕХНОЛОГІЇ В СИСТЕМІ  
ПІДВИЩЕННЯ КВАЛІФІКАЦІЇ ФАХІВЦІВ  
ФІЗИЧНОГО ВИХОВАННЯ І СПОРТУ**

ТЕЗИ ДОПОВІДЕЙ  
II МІЖНАРОДНОЇ НАУКОВО-МЕТОДИЧНОЇ КОНФЕРЕНЦІЇ  
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## **MOTIVATIONAL THRUST PROCESS OF PHYSICAL EDUCATION**

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Contents of sports activities specified through motivational sphere that includes motives, interests, values. By driving forces of human behavior are also feelings and emotions. Motivational scope determines not only the important activities carried out, but the prospect of further development activities in the desired direction. In educational research aimed at studying and improving physical education students in higher education institutions tend to analyze some one side of the problem – "teaching" or "student". Such a one-way analysis of physical education in higher education inevitably leads to conclusions eclectic and cannot be considered and refine it as a dialectical process, where the "subject-object" should be seen as poles self-governing system that self-developing. In theory and practice of physical education insufficiently studied educational conditions of the conscious attitude of students towards physical education, it is impossible to create and implement without the closest personal cooperation between teachers and students [1, 3].

The aim of our work was to study the issue and make an analysis of motivational and task orientation process of physical education and issues in one way or another indirect effect on this trend. Present the process of physical education in higher education in the form of an information model.

Based on these requirements, we used a questionnaire for teachers and students to the questionnaire, the answers to the question, which has revealed the setting of physical education in higher education – from a position of student and teacher positions. This approach allowed to see fundamental differences with motivational and task orientation between them, to identify the main

source of conflict as the main driving force of the process of physical education and then develop appropriate pedagogical conditions that contribute to the resolution of these conflicts. For this question were generally divided into blocks of 1 - block includes questions that reveal the needs, motivations and goals related to the mastery of physical education, 2 nd – questions that reveal the knowledge and skills relating to physical Culture. In 3rd block – Form for students included questions on their physical fitness and capabilities (for teachers - related to their personal and professional qualities) Unit 4 – questions that reveal the socio – demographic characteristics [2, 4].

The survey results reveal the setting of physical education in higher education from the standpoint of the student and teacher positions. This approach allowed to see fundamental differences with motivational and task orientation between them, to identify the main source of conflict as the main driving force of the process of physical education and then develop appropriate pedagogical conditions that contribute to the resolution of these conflicts.

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