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SIGNIFICANCE OF PHYSICAL EDUCATION IN THE PROCESS OF EDUCATION OF FUTURE STATUTORY OFFICERS

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Annotation. Relevant aspects of results implementation of studies process and constant development are: purposeful presentation of knowledge, suitable formation of awareness about the essence of study subject and the meaning, conscious attitude to the planning of self-help and realization of process implementation, constant studies subject results achievement of ways and methods control through the data of stage control. Exercise is significant part of person's general culture, tellingly influencing the aspects of various characteristics and features of education and training of human. Specialized physical preparation is one of the essential conditions of statutory officers' preparation. In this article it is reviewed students – men and women, who had one year studies of special physical preparation (Combat self-defence) subject. Also it is reviewed the data of questionnaire about the attitude to physical culture, through it formed ethical values and students relation with physical activity.

The main goal of the article is to determine the tendencies of change of students' attitude to physical exercises after one year combat self-defence subject studies and the influence to formation of special physical preparation for the future statutory officer. Using the method of questionnaire from 137 students of higher course (67 of women and 70 of men) was gained the information about the attitude of future statutory officers to physical training and relation with it changes peculiarities.

During this survey it is determined that the best part of future statutory officers' ($p>0,01$) attitude to physical training changed positively. The change of the attitude of students had made the studies subject programme. Students obtained new information, formed perception about the necessity of suitable physical preparation. Positive influence of physical practice to the health of respondents determined demand for additional self-sufficient exercise. It was ascertained the opinion of students about the influence of special physical occupations to their as future officers formation of ethical values.

Keywords: physical culture, physical state of health, special physical training, ethical values.

INTRODUCTION

Recently physical culture and physical education subject in the programmes of high schools generally are referred to the group of optional subjects. This point of view to the meaning of physical education in prospect may have fairly negative influence to versatile

formation of young personality. According to the results[1] of researches of Secondary schools students physical activity in the biggest cities of the country, it may be supposed that the vision of the situation isn‘t very optimistic. Famous Lithuanian philosopher S. Šalkauskas[2] who gained legal and economical, and philosophical and pedagogical education, while reviewing human‘s physical education process essence, emphasized not only its important influence for one of the most important values - the intensification of health, but also emphasized that „..without physical education there can‘t be educated not only complete human, but also properly developed his/her higher powers“. In the Sport‘s terms dictionary[3] physical education is defined as „ development, improvement of physical, mental, practical skills and abilities; one of the main functions of human education. “ One of first compulsory conditions of preparation of future statutory officer is closely associated with selection of career - physical fitness[4]. Hence, physical education as constituent of pedagogical process and entire education of human is one of value orientations system constituent. It gives a sense[5] and influence positively certain stage of students‘life purposes implementation. In the process of study varying amount of knowledge, relation with physical education, attitude towards various life scopes, also varies value orientations of students[6]. The main goal was set in consideration of peculiarity of study process, other factors which influence the variation of students’ attitudes and topical future career orientations. The main **goal** of article – to define students’ attitude to physical education variation tendencies and special physical training influence to future statutory officer formation after one year combat self-defence studies.

The following **tasks** are provided:

- To survey the variation of attitude of questionnaire participants to physical education and the reasons which influence this process;

[1] *Nacionalinės sveikatos tarybos metinis pranešimas*. Vilnius, 2011 m. [interactive] [accessed 2014-03-02]. http://www3.lrs.lt/docs2/PZACLURH.PDF
[2] Šalkauskas, S.Rinktiniai raštai. Pedagoginės studijos. I knyga. Vilnius:Leidybos centras, 1992, p. 388.
[3] Stonkus, S. *Sporto terminų žodynas*. Kaunas: Lietuvos kūno kultūros akademija, 2002, p. 317.
[4] Lietuvos Respublikos vidaus reikalų ministro įsakymas 2006 m. gruodžio 29 d. Nr. 1V-500 „Dėl Vidaus tarnybos sistemos pareigūnų fizinio pasirengimo reikalavimų ir pareigūnų fizinio pasirengimo tikrinimo bei papildomų reikalavimų, susijusių su fiziniais ir praktiniais gebėjimais eiti tam tikras pareigas tam tikruose vidaus reikalų įstaigų padaliniuose, ir atitikties šiems reikalavimams tikrinimo taisyklių patvirtinimo“. Valstybės žinios, 2007-01-25, Nr. 10-399.
[5] Adler, A. *Žmogaus pažinimas.* Vilnius: Vaga, 2003.
[6] Bobrova, L. *Universitetinių studijų kūno kultūros ir sporto programų studentų gyvenimo stiliaus projektavimas vertybinių orientacijų kontekste.* Daktaro disertacija. Socialiniai mokslai (edukologija). Šiauliai: Šiaulių universitetas, 2012.

- To analyse the results of questionnaire respondents about the influence of physical education to formation of ethical values;
- To compare the questionnaire results of the respondents men and women.

Research object and methods. In the article it is analysed 137 students of higher course (67 women and 70 men) – the attitude of future statutory officers to physical education and relation to it change peculiarities. The questioning has been done after one year of combat self-defence studies. The students, in the questionnaire of 14 questions gave their opinion about physical education occupations, attitude to it, as part of applicable career education, change and combat self-defence subject studies influence their formation of their ethical values. In the part of the analysis of results it is analysed three first statistically credibly often elective variants of answers. During this research there were used questionnaire, literature and mathematical statistics methods.

CHARACTERISTICS OF THE ATTITUDE OF STUDENTS TO PHYSICAL EDUCATION

In order to find out knowledge and attitude of students to fairly long ago by the surveys determinated [7,8] physical activity influence to physical health and the fact to common health, we involved the question into questionnaire: „What influences human‘s condition of physical health?“. Statistically credibly the best part of women (84%) and men (80%), and total - 82% of respondents ($p<0,01$) are ascertain that physical health condition influences individual life style.

About the change of attitude to exercise after one year combat self-defence subject studies questioned students answered: statistically credibly ($p<0,01$) the biggest part of women (66%) stated that their attitude „changed into better“, 30% of women respondents stated ($p<0,05$) - „it is left the same“. Analogical answers have been given round 46% of men respondents. However, the first answer marked statistically credibly smallest part of men ($p<0,05$) than women. In comparison with women statistically credibly the biggest part of men ($p<0,05$) didn‘t change point of view to exercise. Overall the attitude 54% of respondents to exercise changed positively, didn‘t change 38% and just 7% became negative ($p<0,01$).

[7] Muliarčikas **A.,** Stanislovaitis A. Kauno miesto gyventojų požiūrio į sveikatą ir fizinį aktyvumą tendencijų aspektai.*Visuomenės sveikata*. Vilnius: Higienos institutas, 2003, 4 (23), p. 57-63
[8] Stepaitienė A. Sveika gyvensena. Vilnius: Lietuvos sporto informacijos centras. 1999, 220 p.

The biggest influence ($p<0,01$) to the change of attitude of students to exercise had „subject‘s practice programme“ (48% of women, 51% of men, 50% of all respondents), less influence had „lecturers work“ (21% of women, 15% of men, 15% total) and studies subject „demand of settlement, exams“ (18% of women, 11% of men, 11% of all respondents).

The answers to question „How studies subject‘s theoretical lectures influenced students‘ attitude to applicable physical training“ distributed like this: 18% of women and 26% of men (22% of all respondents) answered that knowledge which they gain „...essentially changed attitude to exercise to positive direction“; 33% of women and 31 % of men (total 32%) stated that they „...developed earlier formed attitudes in point of exercise“. Also this question was answered respectively 36% and 31% (total 34%) of respondents answered that "…didn't change earlier formed attitude to exercise". There is no statistically credible difference between answers distributions except between first and other two answers of women ($p<0,05$).

To question „Were students provided enough knowledge about physical education and wellness questions during combat self-defence subject studies?“, 78 % of women said that „yes“ ($p<0,01$), 9% wish more, and 13% stated that it is not enough. Analogous answers of men divided respectively: 60%, 11% and 29%. Statistically credibly less ($p<0,05$) questioned men nor women stated that they have got enough information about mentioned questions. Majority, 69% of all respondents ($p<0,01$), were satisfied the amount of gained knowledge.

Overall 16 % ($p<0,01$) of respondents (24% women and 9% men, $p<0,01$) stated that they wouldn‘t attend exercise occupations, if there wasn‘t final settlement – exam. Statistically credibly the best ($p<0,01$) part of men respondents (91%) compared with women (76%) stated that they would attend exercise (applied physical training) practice.

Students were asked in the questionnaire to evaluate the programme of subject (combat self-defence) according to ten-points evaluation system. 24% of all respondents (18% of women and 28% of men $p>0,05$) evaluated the programme of subject 7 points, 31% (39% of women and 23% of men $p<0,05$) – 8 points, 15% (19% of women and 11% of men $p>0,05$) – 9 points. The programme of the subject, compared with lower points, from 7 – 10 points evaluated 74% of respondents ($p<0,01$). In this range of points evaluation the answers of women and men statistically credibly didn‘t differ ($p>0,05$)

Answering to question „How do you evaluate the role of exercise in the student‘s life?“, the opinions of respondents divided like this: 47% ($p<0,01$) of all questioned students and

40% of men and 54% of women (p>0,05) stated that „good physical preparation helps to pursued for better studies results“. Respectively this question answered 25% in total and 31% of men and 18% of women (p<0,05) - „good physical preparation facilitates studying in the university“. Other respondents 26% and 26% of men and 27% of women (p>0,05) said that „good physical preparation in any way concerns with successful studies...“. Statistically credibly the best part of all respondents (72%, p<0,01) emphasized that physical education positively influence and all their process of studies.

The best part - 64% (p<0,01) of all respondents (66% of women and 62% of men) answered that „during their free time they have gone in for sports, exercised more than in general education school“, 26% (16% of women and 20% of men) affirmed that they „..have exercised the same..“, and 10% (10% of women and 9% of men) – „exercised less“. The answers of women and men of this question were almost the same. Attitudes of females students and male students to exercise for a longer time (question – „Are You minded to go in for sports, exercise all the time of the studies in the university?“) significantly defined. 76% (p<0,01) of respondents (55% of women and 91% of men, p<0,01) – still didn‘t finally decide and 9% (17% of women and 3% of men, p<0,01) decided don‘t go in for sports.

As the main reason which encouraged students to sport, respondents indicated the answer – „the benefit of training“ 64% (p<0,01) (63% of women and 66% of men), other reasons – „dutifulness“ (in total 16% and 16% of women and 16% of men) and „diligence“ (9% of all respondents, 14% of women and 9% of men).

Into the question - „How exercise subject‘s practice influenced Your state of health?“ comparative similar quantity of respondents answered that their „health became better“ (48% of all respondents, 51% of men) or „didn‘t change“ (48% of all respondents, 48% of women, 46% of men). Statistically credibly (p<0,01) less men (3%) compared with women (10%) and generally less part of respondents (3%) answered that exercise training exacerbated their state of health.

The biggest part of respondents the question „Is good physical readiness necessary for Your future career?“ answered – „it‘s very necessary“ (72% (p<0,01) of all questioned people, 75% of the women, 68% of men), „necessary“ – respectively 23%, of them 18% of women and 29% of men. According to the opinion of women 7% (p<0,01), good physical preparation for future career „isn‘t very required“, and 3% (p<0,01) of men – „isn‘t necessary“.

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The final question of the questionnaire, which answers should be provide according to ten-points evaluation system was – „What ethical values, in Your opinion, form special physical education, physical culture?“. It is provided three most often marked ethical values meanings (%) in table 1.

Table 1 According to the opinion of students, ethical values which are educated most by special exercise and physical culture

Evaluation points and their repartition %	1. Courage	2. Honour	3. Self-control	4. Friendliness	5. Discipline	6. Honesty	7. Responsibility	8. Go for goal	9. Obedience	10. Dignity
Evaluations of all respondents	7-18%	3-14%	7-19%	5-13%	8-23%	7-17%	7-13%	8-12%	6-15%	7-22%
	8-31%	6-13%	8-20%	7-21%	9-18%	8-25%	8-23%	9-25%	7-15%	8-23%
The sum of 3	10-19% **68%**^{**8}	7-17% 44%^{*3,6,10,**1,5,8}	9-17% **56%**^{*1,**8}	8-20% 54%^{*1,**8}	10-20% **61%**^{**8}	9-13% 55%^{*1,**8}	10-15 51%^{*5,**1,8}	10-44% **81%**	8-19% 49%^{*5,**1,8}	9-13% **58%**^{**8}
Evaluation of women	8-27%	3-15%	7-21%	7-21%	8-24%	4-18%	8-33%	8-6%	6-21%	7-24%
	9-15%	6-15%	8-15%	8-15%	9-18%	7-15%	9-15%	9-30%	7-15%	8-21%
The sum of 3	10-15% **57%**^{**8}	7-18% 48%^{*7,**8}	10-12% 48%^{*7,**8}	10-12% 48%^{*7,**8}	10-18% **60%**^{**8}	9-21% 54%^{**8}	10-18% **63%**^{**8}	10-51% **87%**	8-21% 57%^{**8}	9-12% **57%**^{**8}
Evaluation of men	7-22%	3-12%	7-17%	5-17%	8-24%	1-11%	5-15%	8-17%	7-15%	7-20%
	8-34%	7-15%	8-25%	7-20%	9-17%	7-34%	7-24%	9-20%	8-18%	8-25%
The sum of 3	10-22% **78%**$^{m-v**}$	8-17% 44%^{*5,**1,8}	9-15% **57%**^{*8,**1}	8-22% **59%**^{*8,**1}	10-24% **65%**	10-9% 54%^{**1,8}	8-15% 54%^{**1,8}	10-37% **74%**	10-15% 48%^{*5,**1,8}	9-12% 57%^{*8,**}

Note: $p<0,05^{*n}$; $p<0,01^{**n}$ (^{n} – No. of value; $^{m-v}$ – difference between men and women groups).

Both opinion of women and men about future officers pursued special occupations of exercise influence to most ethical values education was similar (Table 1). Analysing according three most frequently for the valuation used points, statistically credibly ($p<0,01$) and most different were the opinion of all respondents evaluating physical education influence for the education of such values as courage and go for goal. Others quite high points evaluated values are discipline, dignity and self-control which took in-between position ($p<0,5$; $p<0,01$). Among most of high scores evaluated and lesser quantity of lower points were evaluated ethical values (Table 1).

According to the opinion of women, the most important value for which education the biggest influence has physical education is go for goal ($p<0,01$). Others - responsibility, discipline and courage, dignity and obedience were evaluated lower high quantity of

evaluation points (p<0,01). Compared the results of survey's participants men and women, it can be apparent the tendencies of evaluation differences. But statistically credibly differ just evaluation as concerns purposeful physical activity influence for courage ethical value education (p<0,01).

According to the opinion of men physical education has the biggest influence for ethical value education of courage, go for goal and discipline (p<0,01).

CONSIDERATION OF RESULTS

The biggest part of future officers questionnaire results reflects the knowledge of students, the attitude of healthy lifestyle programmes are formed that chosen lifestyle significantly influences human's health. To live physically active lifestyle, to form correct nourishment habits, to avoid or dispose addictions – these objectives declared by World's health organization for a long time, European Parliament and Council intended social health development programmes strategic fields[9,10] .

Combat self-defence subject studies had enough positively influenced attitudes of female and male students in respect to exercise. It should be paid attention to the fact that exercise process had more positively behold by major part of women than men who participated in the survey. The results of the researches comparing in retrospective aspect, it is observed in respect of physical exercise the positively minded respondents' reduction[11].

The most significant influence for positive attitude of students to formation of physical education had Combat self-defence subject programme's content. At this point the opinion of men and women were almost the same. The content of Combat self-defence subject programme most of questioned students evaluated quite positive – from 7 to 10 points. The subject programme women evaluated higher points than men; however women respondents statistically credibly provided 8 points evaluation more than men. It is worth mentioning that Combat self-defence subject content involves three provisory parts: theoretic, where is given

[9] Health 21: the health for all policy framework for the WHO European Region. 1999. [interactive] [accessed 2014-03-18] http://www.euro.who.int/__data/assets/pdf_file/0010/98398/wa540ga199heeng.pdf
[10] Decisions Adopted Jointly By The European Parliament And The Council Decision No 1350/2007/Ec Of The European Parliament And Of The Council of 23 October 2007 establishing a second programme of Community action in the field of health (2008-13*). Official Journal of the European Union.* 2007.p. -L 301/11 [interactive] [accessed 2014-03-18].
http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2007:301:0003:0013:EN:PDF
[11] Muliarčikas A., Ivanovas D., Butavičius A., Mikalauskas R.. Būsimų pareigūnų – MRU I kurso studentų požiūrio į fizinį aktyvumą ypatumai. *Jurisprudencija.* 2004, 62(54); 27-37.

information about the peculiarity of physical abilities education and training in the form of lectures, also practical part consist of theorical and practical studies[12] of general physical preparation and special combat self-defence technique of actions. Already after first year studies more than half of students participated in the survey significantly or partially changed their attitude to applied physical preparation. Students who gained more knowledge, skills, formed certain abilities. They more realistically realize the complexity of situation where they have to arrest offender who struggles and exclusive importance of physical preparation in pursuance to dominate in this situation[13].

Career education – during combat self-defence subject studies students are also provided knowledge about the principles of healthy lifestyle, the attitudes of physically active lifestyle are formed. It is understandable that the main goal of subject is to provide knowledge about the peculiarity of physical preparation and to form knowledge of technique of combat self-defence actions. Two thirds of the respondents maintained that during the initial period of studies, they acquired enough knowledge about physical education and wellness. More than half of questioned men stated that they acquired such nature knowledge. However the amount of men respondents were statistically lower than women who answered "yes". It is probable that such quite big amount of respondents who stated that they obtained enough knowledge of physical education and wellness knowledge, could possibly determine certain aspects of education as well in secondary education institutions[14,15].

Statistically credibly the biggest part of all respondents and taking separately parts of women and men spared more time to physical education in the university than at school of general education. According to the answers of questionnaire in the future ¾ of respondents planned to exercise – statistically credibly bigger part ($p<0,01$) comprised men. Similar tendencies of physical activeness were ascertained of youngsters and in the surveys of other authors[16].

[12] Mykolas Romeris University. INFORMATION ON DEGREE PROGRAMMES, Description of Individual Course Unit.. Vilnius, 2014 [interactive] [accessed 2014-03-21]. https://stdb.mruni.eu/studiju_programu_katalogas.php?l=en
[13] Šakočius A**.** Policija valstybėje ir visuomenėje: nuo distinktyviai iki racionaliai pragmatinio požiūrio į policijos paslaugą // Jurisprudencija. Visuomenės saugumas ir policijos mokslai. 2000. T. 15(7); 167-172.
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[16] *Nacionalinės sveikatos tarybos metinis pranešimas*. Vilnius, 2011 m. [interactive] [accessed 2014-03-22]. <http://www3.lrs.lt/docs2/PZACLURH.PDF>.

The main reason of taking sports of students who participated in the survey is the benefit of training. Solution of problematic situations, implementing the tasks associated with physical activity subject of studies, significantly influence development of students' critical thinking and variability of special physical combat self-defence actions performance[17]. Other, of about half of respondents assertion, quite positive aspect of physically active lifestyle – it is by courtesy of physical education (Combat self-defence) training mended health of students. It should be mentioned that it is indicated in the admittance regulations of students that into programmes of studies where study future statutory officers are admitted just people examined by Central medicine commission of experts and good state of health people[18].

According to the results of the answers of student who participated in the survey, we can suppose the assumption that the most of future statutory officers had already formed adequately obvious perception about the benefit of physical activeness for their health and special professional preparation fettle[19,20]. Statistically credibly the best part of students the amelioration of the results of studies related with good physical preparation.

Whereas more men than women affirmed that it also facilitates studies in the university. It is research-based that strains of low and high intensity allow to avoid antidepressive states, has slack and soothing influence[21,22]. Emphasizing the attitudes formed by many future officers to prepare properly for the professional activity, we think that it's necessary to pay attention to these answers of respondents (5%) where they affirm that professional activity of future statutory officers good physical preparation "is not necessary" or "completely unnecessary".

Such answers men provided statistically credibly less ($p<0,05$) than women. In the answers of questionnaire more than 4/5 of all respondents independently on it is not or it is final examination of subject – exam, they wish to attend combat self-defence subject. Such

[17] M.Duncan, M.Lyons, Y. Al-Nakeeb. 'You have to do it rather than being in a class and just listening.' The impact of problem-based learning on the student experience in sports and exercise biomechanics. *Journal of Hospitality,Leisure, Sport & Tourism Education.* Vol. 6, No.1. 2007 p.71-80.
[18] http://www.mruni.eu/lt/busimiems_studentams/bakalauro_studijos/Stojantiems_I/ [interactive] [accessed 2014-03-18].
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[21] Peluso M.A. & Guerra de Andrade LH. Physical activity and mental health: the association between exercise and mood. *Clinics,* 2005*,* 60(1): 61-70.
[22] Harvey SB, Hotopf M, Overland S, Mykletun A: Physical activity and common mental disorders**.** *The British Journal of Psychiatry,* 2010, 197**:**357-364.

opinion argued in favour of statistically credibly bigger ($p<0,01$) part of men. It is ascertain by the surveys that the relation with physical activity and attitude to it may influence certain peculiarity of physical education and gender aspects[23,24,25].

Future statutory officers from ethical values for which formation and consolidation had influence purposeful physical education, they mostly emphasized courage, honesty, go for goal and dignity. In analogous situations men and women behave differently [26]. It determined statistically credibly different opinions of men and women, what influence physical activeness has to the training of courage values. Other values students named considering pragmatic aspects. Values, which promote the implementation of professional activity goals and adapt to the changes [27,28] happening in society, are important to the students.

RECOMMENDATIONS

With reference to survey results of future statutory officers' process of preparation while developing Combat self-defence and Combat wrestling studies subjects content of themes, it should be paid attention to:

- responsibility of future men officers, and education aspects of ethical values of women courage and friendliness;
- the formation of provisions of women independent physical education;
- students, especially women, deeper formation of perception that attendance of applied physical preparation practice, stable, consistent education of physical abilities and development of combat self-defence actions technique – one of essential conditions for good professional preparation and development of versatile personality.

[23] Jankauskienė R. Lietuvos gyventojų fizinio aktyvumo skatinimo strategija: kūno kultūra ar kūno kultas? *Medicina,* 2008; 44(5):346-355.
[24] Chalabaev A. et al. The influence of sex stereotypes and gender roles on participation and performance in sport and exercise: Review and future directions. *Psychology of Sport and Exercise*, 2013, *14 (2):136-144.*
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CONCLUSIONS

After one year Combat self-defence or Combat wrestling subject studies most of students who participated in the survey had formed perception about it. Physical health of people largely determines their lifestyle which one of component is physical education, positively influencing the improvement of health, pursuing better results of studies, - positively influencing whole process of studies.

The biggest influence to the attitude of students to the conversion of physical education had Combat self-defence or Combat wrestling subject programme (structural parts – peculiarities of physical abilities education, the methodical aspects of physical preparation, the technique of combat self-defence actions). During theoretical lectures of subject about 50-70% of respondents obtained new knowledge, additional information. This consideration of respondents who envisaged the benefit of physical education, the best part encouraged to exercise additionally independently during whole period of studies, properly evaluate the benefit of special physical preparation for their future profession.

Future statutory officers according to importance, ethical values which are developed by physical activeness – as a result of special physical preparation, named this underlying order: go for goal, courage, discipline, dignity, self-control. The best part of men than women imposed priority to education of courage. Due to the influence of evaluation of education other ethical values (self-control, friendliness, responsibility and obedience), the opinions of men and women also differ. However it is not recorded statistically credibly difference between the results.

Statistically credibly these data of women and men questionnaire differ – the best part of women compared with men:

- more positively started to appreciate physical education;
- obtained enough knowledge about physical education and wellness;
- would not attend physical education occupations if there weren't final examination – exam;
- stated that physical education subject training didn't influence their state of health;

Significantly fewer women are set to go in for sports independently whole period of studies.

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FIZINIO LAVINIMO REIKŠMĖ BŪSIMŲJŲ STATUTINIŲ PAREIGŪNŲ UGDYMO PROCESE

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S a n t r a u k a

Kryptingas žinių pateikimas, tinkamas supratimo apie studijuojamo dalyko esmę ir reikšmę formavimas, sąmoningo požiūrio į saviugdos proceso planavimą ir realizavimą diegimas, nuolatinis studijų dalyko rezultatų pasiekimų kelių ir būdų valdymas etapinės kontrolės duomenų dėka - aktualūs studijų proceso rezultatų įgyvendinimo bei nuolatinio tobulinimo aspektai. Fizinis lavinimas - reikšminga asmens bendros kultūros dalis, svariai įtakojanti įvairius žmogaus savybių bei ypatybių ugdymo ir lavinimo aspektus. Specializuotas fizinis rengimas – viena iš būtinų statutinių pareigūnų rengimo sąlygų. Straipsnyje apžvelgiami studentų – vyrų ir moterų, vienus metus studijavusių specialaus fizinio rengimo (Kovinės savigynos) dalyką, anketinės apklausos duomenų apie požiūrį į kūno kultūrą, jos dėka formuojamas moralines vertybes bei studijuojančiųjų santykį su fiziniu aktyvumu.

Straipsnio tikslas - nustatyti, studentų požiūrio į fizinį lavinimąsi kitimo tendencijas po vienų kovinės savigynos dalyko studijų metų bei specialaus fizinio rengimo įtaką būsimojo statutinio pareigūno formavimuisi. Naudojant anketinės apklausos metodą iš 137 aukštesnių kursų studentų (67 moterų ir 70 vyrų) gauta informacija apie būsimųjų statutinių tarnautojų požiūrį į fizinį lavinimą bei santykio su juo kitimo ypatumus.

Tyrimo metu nustatyta, kad didesnės būsimųjų statutinių pareigūnų dalies ($p<0,01$) požiūris į fizinį lavinimą pasikeitė teigiama linkme. Studentų požiūrio pokyčiui įtaką padarė studijų dalyko programa, kurią studijuojantieji įgijo naujos informacijos, susiformavo supratimą apie tinkamo taikomojo fizinio rengimo būtinybę. Teigiamas fizinių pratybų poveikis respondentų sveikatos būklei sąlygojo poreikį papildomai savarankiškai mankštintis. Išaiškinta studentų nuomonė apie specialių fizinių užsiėmimų įtaką jų, kaip būsimųjų pareigūnų, moralinių vertybių formavimuisi.

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