



## **Motivational readiness of students to work at school as condition of professionalism of future teachers of physical culture**

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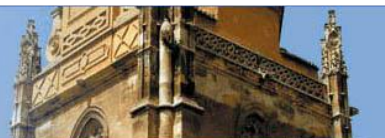
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### **ABSTRACT**

The review of sources convinces that the problem of studying motives and motivation in the student environment is relevant not only in Ukraine but also in other countries. The aim of the study is to experimental study the leading motives for teaching future physical education teachers in terms of building a new Ukrainian school. The basis of empirical research was Poltava V. G. Korolenko National Pedagogical University. The study was conducted in 2018–2022 study years. Research methods: analysis of scientific and methodical literature; pedagogical observation; pedagogical experiment; pedagogical testing; methods of mathematical statistics. The sample consisted of 225 second-year students (approximate age – 18–19 years) of the stationary form of education of the Faculty of Physical Education majoring in specialty 014.11 Secondary education (Physical culture) and specialty 017 Physical culture and sports. The conditions necessary for the formation of stable motives for educational and cognitive activities of future physical education teachers were identified (procedural and semantic, didactic and educational, psychological); the criteria of motivational readiness of future physical education teachers to work at school were determined. Prospects for further scientific research are to study the theoretical and methodological foundations of motivational readiness of teaching future physical education to work at school.

**Keywords:** motives, cognitive interest, motivational readiness, physical culture and health-improving activity, leisure activity.

### **1. INTRODUCTION**

The concept of implementing the state policy in the field of reforming general secondary education «New Ukrainian School», adopted in 2016, reveals the strategic ways to update secondary education in Ukraine until 2029. Among the nine key components of the new school formula, the second position is rightfully occupied by a motivated teacher, including a physical education teacher, which must be competitive in the implementation of physical culture and health-improvement, leisure activities with students, professionally mobile, socially responsible, able to respond quickly and adapt to changing conditions of the information-global world, open to the creative perception of new ideas and ready to put them into practice and, most importantly, he must be able to constantly take care of their own personal and professional development. «A Ukrainian school will be successful if a successful teacher comes to it. He, as a successful teacher and specialist, will solve many questions about the quality of teaching, homework, communication with children and school administration. The children should be approached by a person-leader who can lead, who loves his subject, who teaches it professionally» – this is stated in the Concept of the New Ukrainian School (Concept «New Ukrainian School»,

2016).

It is clear that only a professional motivated to pedagogical activity can become such physical culture teacher. In this regard, there is an urgent need to form sustainable motives for the professional activities of future physical education teachers, who should become a real «agent of change» for the better for the school of the third millennium.

Among the Ukrainian scientists whose work was devoted to the problem of forming the motives of educational activities of students in higher education, professional motivation we can name: (Georgiev, 2014) – who analyzed the motivational component in the structure of professional competence of future officers; (Luzan et al., 2013) – who investigated the cognitive activity of students of higher economic educational institutions; (Ignatenko, 2016) – who considered the problem of forming students' motivation for independent physical education classes; (Klibanivska, 2015) – who analyzed the motivation as a determinant of educational activity of students of higher educational institutions; (Kostyshyna, 2003) – who considered the problem of formation of motivation to educational and cognitive activity of students of higher technical educational institutions; (Luzan, 2015) – who analyzed the educational activity of students in agricultural universities; (Patik, 2016) – who investigated motivational tendencies of future social workers; (Sylvester et al., 2014) – who considered the motivation of students' learning as a psychological and pedagogical problem; (Serbin, 2018) – who analyzed the influence of personal adaptive potential of humanities students on the process of their adaptation to learning. We can also name many others.

Some aspects of the formation of stable motives for educational activities, professional motivation, creative competence, motivational and value determinants of future teachers were studied by following Ukrainian scientists: (Kalyuzhna, et al., 2016; Fritsyuk, 2016; Melnik et al., 2017; Yalanska, 2017; Galyan, 2018). Problems of research by foreign scientists are also presented in different directions. Research of the theory of motivation through the prism of three fundamental human needs such as the need for autonomy, the need for belonging, the need for competence were suggested by (Anderman et al., 2005); study of motivational changes of university students by teaching them with the use of video-educational stream BLOSSOMS was described by (Hamizan et al., 2014); the link between learning motivation and educational outcomes among technical college students has been shown by (Chan et al., 2016); studies of skills, motives and learning strategies of college students with ADHD symptoms were conducted by (Simon-Dack et al., 2016); the relationship between learning and motivational learning strategies of college students was revealed by (Tuckerman, 2003); features of modeling the satisfaction and motivation of students in an integrated educational environment of the university was analyzed by (Stukalina, 2016); the role of the teacher in the training of a professional with intellectual, moral and spiritual culture in the modern paradigm of university education was highlighted by (Charikova et al., 2017); the role of innovative educational technologies (communicative and interactive, search, information, stimulation, games, etc. in the development of students' learning motivation was revealed by (Plagina et al., 2016); features of the relationship between learning and achievement motivation were presented in the paper of (Schlag, 2013); the specifics of the relationship between learning and motivation were revealed in the study of (Wagner et al., 2009); the study of the impact of teacher leadership on the effectiveness of student learning was carried out in the article of (Öqvist et al., 2018).

Thus, the review of sources convinces that the problem of studying motives and motivation in the student environment is relevant not only in Ukraine but also in other countries. Various aspects of it are studied: from theoretical and methodological to practice-oriented. Given the recent educational field of reforms in Ukraine, we intend to focus on studying the problem of forming the motivation of future teachers of physical education.

## 2. MATERIALS AND METHODS

The aim of the study is to experimental study the leading motives for teaching future physical education teachers in terms of building a new Ukrainian school.

A pedagogical experiment was organized to test the effectiveness of the methods. The basis of empirical research was Poltava V. G. Korolenko National Pedagogical University. The study was conducted in 2018–2022 study years. The sample consisted of 225 second-year students (approximate age – 18–19 years) of the stationary form of education of the Faculty of Physical Education majoring in specialty 014.11 Secondary education (Physical culture) and specialty 017 Physical culture and sports.

A set of the following research methods was used in the research process:

- 1) theoretical – analysis of special and scientific literature, modeling to determine the conditions for the formation of stable motives for the professional activities of future teachers of physical education;
- 2) empirical – testing, surveys, in-depth interviews, pedagogical observation in the process of students' educational activities in determine the conditions for the formation of stable motives for the professional activities of future teachers of physical education; pedagogical experiment (ascertaining, formative);
- 3) mathematical statistics – for processing experimental data, their quantitative and qualitative analysis. They were used to identify the reliability of the difference between the studied indicators, the correct processing of the results, reflecting them in graphical and tabular forms, conducting experimental testing; descriptive statistics,

determination of the statistical significance of differences between groups by correlation analysis by Pearson's method.

Following methods were also used in the study: 1) «Motivation of teaching students of pedagogical universities» (Pakulina et. al., 2010); 2. «Study of motives of educational activity of students» (modification of Rean, Yakunin); 3) author's questionnaire «Motivational readiness of future physical education teachers to work at school».

The method of studying the motivation of students of pedagogical higher education (Pakulina et. al., 2010) was proposed to students in the form of a table (Table 1), which combines three blocks of motives: 1) motives, admission to university (what is past); 2) motives for higher education (what is today); 3) professional motives (what should become a prospect).

Future physical education teachers had to evaluate the most important motives for them to study at a pedagogical university on a scale: 5 points – very significant, 3–4 – significant, 0–2 – not significant.

**Table 1. Methods of studying the motivation of students of pedagogical higher education**

Number	Motives	Points
<b>I. What contributed to your choice of this specialty?</b>		
1.	Free admission, low tuition fees	
2.	Classes in a specialized special school, special class	
3.	Desire to get a higher education	
4.	Family traditions, parents' wishes	
5.	Advice from friends, acquaintances	
6.	Prestige, authority of the university and faculty	
7.	Interest in the profession	
8.	The best abilities are in this area	
9.	The desire to live a carefree period of life	
10.	I like to communicate with children	
11.	Coincidence	
12.	Reluctance to join the army (for young men) Use pedagogical knowledge to raise their children (for girls)	
<b>II. What is most important to you in your studies?</b>		
13.	Successfully continue your studies in further courses	
14.	Successfully study, pass exams for "good" and "excellent"	
15.	Gain deep and solid knowledge	
16.	Be constantly ready for the next lesson	
17.	Do not start studying subjects	
18.	Keep up with classmates	
19.	Comply with pedagogical requirements	
20.	Achieve the respect of teachers	
21.	Be an example for classmates	
22.	Achieve the approval of others	
23.	Avoid condemnation and punishment for poor education	
24.	Get intellectual pleasure	
<b>III. Obtaining a diploma gives you the opportunity:</b>		

25.	Achieve social recognition, respect	
26.	Self-realization	
27.	Have a guarantee of stability	
28.	Get an interesting job	
29.	Get a high paying job	
30.	Work in government agencies	
31.	Work in private organizations	
32.	Work at school	
33.	Start your own business	
34.	Postgraduate studies	
35.	Self-improvement	
36.	The diploma does not give anything today	

The method of studying the motives of students' educational activities (modification by Rean, Yakunin) was carried out according to its first version, according to which students were given a list of motives for educational activities (totaling – 16), from which they had to choose the five most important and mark them with the appropriate amount of points in the corresponding line. List of motives:

1. Become a highly qualified physical education teacher.
2. Get a diploma.
3. Successfully continue your studies in further courses.
4. Successfully study, pass exams for good and excellent.
5. Constantly receive a scholarship.
6. Acquire deep and solid knowledge.
7. Be constantly ready for the next lesson.
8. Do not fall back in subjects of the training cycle.
9. Keep up with classmates.
10. Ensure the success of future professional activities as physical education teacher.
11. Comply with pedagogical requirements.
12. Achieve the respect of teachers.
13. Be an example to classmates.
14. Achieve the approval of parents and others.
15. Avoid condemnation and punishment for poor study.
16. Get intellectual pleasure.

The processing the results of the study involved registration in the appropriate form (Tab. 2), in which the emphasis is on determining the frequency of names of motives from among the most significant in the entire sample. Based on this, the rank of each motive in the corresponding sample was determined.

**Table 2. The form of study results processing by the method of studying the motives of students' towards learning activities**

Motive number from the list	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Number of motive names																
Frequency of motive names																
The rank of the motive																

The study used the author's questionnaire: «Motivational readiness of future physical education teachers to work at school». Questionnaire included following questions:

1. Are you ready to work at school?  
a) yes; b) no; c) has not yet been determined.
2. Do you enjoy interacting with children?

a) yes; b) no; c) has not yet been determined.

3. What is attractive for you in the work of a physical education teacher?

a) it is interesting to work with children; b) wages; c) your version.

4. What is not attractive for you in the work of a physical education teacher?

a) many disobedient and undisciplined children; b) low wages; c) your version.

5. What would you suggest to improve the work of a physical education teacher at school?

Students were given the opportunity to answer questions. Respondents also had the opportunity to make suggestions for improving the work of physical education teachers in the school.

### 3. RESULTS AND DISCUSSION

Today there is no unambiguous interpretation of the concept of «motive». We take as a basis for its definition the understanding of the motive given in the theoretical positions of (Rubinstein, 2002): «Any action that leads to a certain goal, comes from one or another motivation. More or less adequately perceived motivation serves as a motive». Based on the above, we consider the motive as one of the most important components of the psychological structure of any activity, which reveals the motivational nature of actions, behavior and human actions, its very essence. In educational activities, such motivation is the motives of educational and cognitive activities, the disclosure of which is important to ensure its proper quality. If a student studies without cognitive interest, his motive is only to obtain a diploma or a desire to please his parents or something else, then his knowledge will not be strong and deep, therefore, it will be a teacher who is not professionally motivated or interesting for children.

Thus, the motives of educational activities are understood as everything that motivates a person to it, all the factors that determine a person's cognitive activity: ideals, goals, needs, interests, beliefs, social attitudes, feelings, etc. Given that the professional motivation of young people appears / strengthens in higher education, because here the educational activity is closely connected with professional and pedagogical, it is expedient to speak also about motives of professional activity of future teachers of physical culture. By the latter we mean everything that motivates and directs them to study future professional and pedagogical activities (first of all, physical culture and health-improving and leisure), and therefore the professional motivation of future physical education teachers is perceived as a system of motives that determines their specific forms of activity or behavior.

Analysis of the results of the study by the method of «Motivation of students of pedagogical universities» (Pakulina et al., 2010) are presented in Tables 3–5. It demonstrates that internal motives are dominant in motivating future physical education teachers to study. According to the first block of the methodology «What contributed to your choice of this specialty?» the ratio of internal/external motives was 1190/818 (Tab. 3) and was equal to 1.455; according to the second block of the methodology «What is most important for you in your education?» the ratio of internal/external motives was 1351/1209 (Tab. 4) and was equal to 1.117; according to the third block of the method «Obtaining a diploma gives you the opportunity ...» the ratio of internal/external motives was 1233/1271 (Tab. 5) and was equal to 0.969.

**Table 3. Summary data of research results according to the method  
«Motivation of students of pedagogical higher education»  
(the first block of the method «What contributed to your choice of this specialty?»)**

Number of motive	1	2	3	4	5	6	7	8	9	10	11	12	The total amount of points of internal motives	The total amount of points of internal motives with a coefficient of 1.25	The total amount of points of external motives
Motive total points	195	88	257	87	40	107	216	211	119	180	76	194	952	<b>1190</b>	<b>818</b>
Motive Rank	4	9	1	10	12	8	2	3	7	6	11	5			

**Table 4. Summary data of research results according to the method  
«Motivation of students of pedagogical higher education»  
(the second block of the methodology «What is most important to you in your studies?»)**

Number of motive	13	14	15	16	17	18	19	20	21	22	23	24	The total amount of points of internal motives	The total amount of points of internal motives with a coefficient of 1.25	The total amount of points of external motives
Motive total points	204	228	248	186	202	183	199	193	159	156	117	215	1081	<b>1351</b>	<b>1209</b>
Motive Rank	4	2	1	8	5	9	6	7	10	11	12	3			



**Table 5. Summary data of research results according to the method  
«Motivation of students of pedagogical higher education»  
(the third block of the method «Obtaining a diploma gives you the opportunity ...»)**

Number of motive	25	26	27	28	29	30	31	32	33	34	35	36	The total amount of points of internal motives	The total amount of points of internal motives with a coefficient of 1.25	The total amount of points of external motives
Motive total points	179	249	218	234	231	159	200	172	181	117	230	87	986	1233	1271
Motive Rank	8	1	5	2	3	10	6	9	7	11	4	12			

Analyzing the results of the study on individual characteristics of motives, it was found that the main motives that contributed to the choice of specialty (the first block of methodology), were: 1<sup>st</sup> place – the desire to obtain higher education (257 points); 2<sup>nd</sup> place – interest in the profession (216 points); 3<sup>rd</sup> place – the best abilities in this area (211 points) (Tab. 3). Dominant motives in the training of future teachers of physical culture (the second block of methodology) were: 1<sup>st</sup> place – to gain deep and solid knowledge (248 points); 2<sup>nd</sup> place – to study successfully, pass exams for «good» and «excellent» (228 points); 3<sup>rd</sup> place – get intellectual pleasure (215 points) (Tab. 4). Obtaining a diploma (the third block of the methodology), according to respondents, will provide an opportunity in the future: 1<sup>st</sup> place – self-realization (249 points); 2<sup>nd</sup> place – get an interesting job (234 points); 3<sup>rd</sup> place – get a high-paying job (231 points) (Tab. 5).

The total ratio of internal / external motives was respectively 3774/3298 and was equal to 1.144. This can be seen from Fig. 1.

The results of the study on the method of studying the motives of students' learning activities (modification by Rean, Yakunin) confirmed the results of a previous survey of students (Tab. 6). The top five motives for future physical education teachers were: 1<sup>st</sup> place – to ensure the success of future professional activities (83.64%, 46 people); 2<sup>nd</sup> place – to become a highly qualified specialist (74.55%, 41 people); 3<sup>rd</sup> place – to receive a diploma (67.27%, 37 people); 4<sup>th</sup> place – to acquire deep and solid knowledge (61.82%, 34 people); 5<sup>th</sup> place – get intellectual pleasure (49.09%, 27 people).

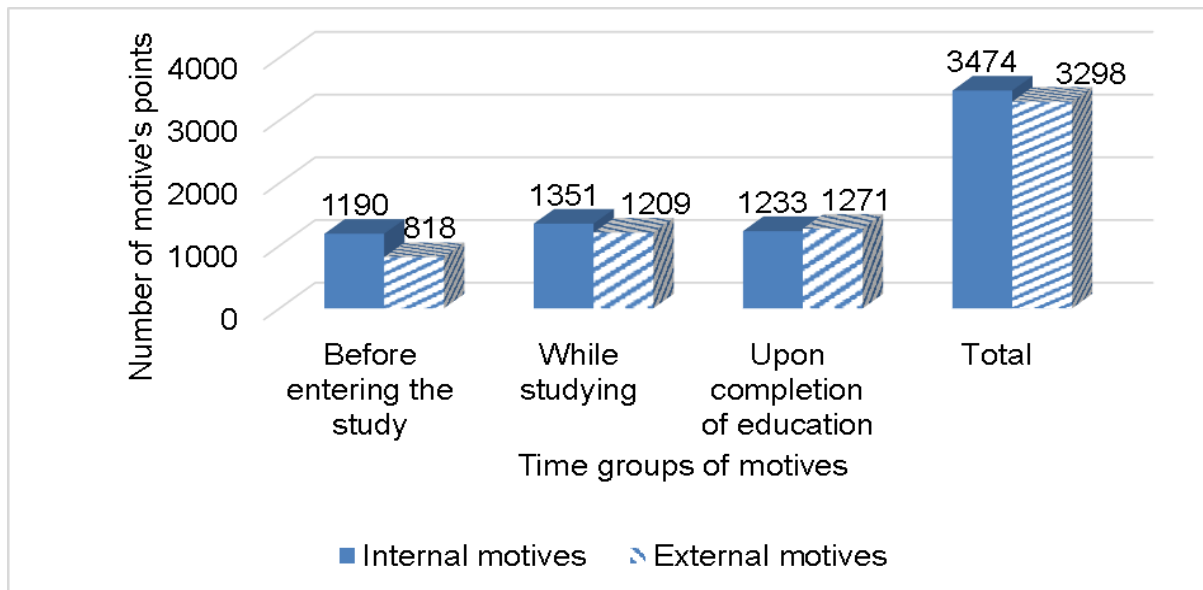


Fig. 1. Diagram of the correlation of internal (with a coefficient of equalization of 1.25) and external motives for student learning according to the method «Motivation of students of pedagogical higher education» (Pakulina et. al., 2010).

Table 6. Summary data of research results according to the method «Study of the motives of students' learning activities»

The rank of the motive	1	2	3	4	5
Number of motive names	46	41	37	34	27
Frequency of motive names, %	83.64	74.55	67.27	61.82	49.09
Motive number	10	1	2	6	16

During the survey of second-year students of the stationary form of education of the Faculty of Physical Education we found out, that the dominant motives for their learning were internal, professionally oriented. These are motives that are inherent in the learning process itself and are strongly linked to the study of professional activities (self-activity of the individual, his broad cognitive interests, interest in the profession, the desire to obtain deep knowledge, the desire for self-realization, professional development, etc.). Such students productively adapt to the system of higher education, seek to improve the educational process, its content and organization, require non-traditional forms and methods of teaching, non-standard presentation of material, highly qualified, open to cooperation and collaboration of teachers.

External, narrow-personal motives for teaching future physical education teachers are characterized by their narrow cognitive interests, adaptation to the system of higher education, weak creativity, etc. These are motives that are outside the educational activities of students and do not have a direct connection with the process of studying future professional and pedagogical activities (the desire to «just gain knowledge» and not always for further work at school, the desire to keep up with classmates, to gain the approval of parents and others, to avoid condemnation or punishment for poor education, scholarships, etc.).

The results of the study author's questionnaire: «Motivational readiness of future physical education teachers to work at school» showed following: to the question about the readiness of students to work at school, the answers were distributed as follows (total number of respondents – 66 people): 43 people were ready (65%), 4 people were not willing or ready (6%), 19 people were undecided (29%); the following answers were received to the questionnaire on the pleasure of communicating with children: I enjoy communication with children – 56 people (84%), I do not enjoy communication with children – 3 people (4%), undecided – 7 people (12%); the following answers were given to the question of what is attractive for students in the work of a teacher: interesting to work with children – 63 people (95%), salary – 1 person (2%), undecided – 2 people (3%); does not attract students to the work of a teacher following: many disobedient and undisciplined children – 24 people (36%), low wages – 35 people (53%), offered their option – 7 people (11%).

Respondents also had the opportunity to make suggestions for improving the work of physical education teachers in the school. In a generalized form, their answers raised the issue of raising teachers' salaries, strengthening the prestige of the teaching profession, the organization of free trade union leisure teachers, its unloading, in particular due to the reduction of «paper» work, state incentives for rural teachers, etc.

As you can see, a fairly high percentage of future physical education teachers are willing to work with children, want to become teachers in the future and enjoy communicating with children. However, we cannot ignore those

students who, at the time of the survey, were not ready and / or have not yet decided to link their future profession with the school. Therefore, we must actively work towards the formation of stable motives for learning and motivational readiness to work in the school of such students.

### 3. CONCLUSIONS

Thus, the results of the study confirm that the effectiveness and success of the formation of professional motivation of future teachers of physical education directly depend on the level of formation of their motives, among which internal, professionally oriented motives (high cognitive interest) should dominate over external, narrow-personal (low cognitive interest). To ensure such a result in the institution of higher education should be organized purposeful, systematic work based on partnership and subject-subject interaction of participants in the pedagogical process.

We consider following as necessary conditions for the formation of sustainable motives for the professional activities of future teachers of physical culture:

– procedural and substantive: facilitation of educational activities; introduction of personality-oriented learning; individualization of educational and professional activities; adherence to the correct ratio of theoretical knowledge and practical skills of educational activities; diversification of forms of individual and group work during the students' psychological and pedagogical practice; application of the competence approach; humanization and democratization of the educational process; diversification of forms and methods of independent work of students; appropriate style of work of the teacher, etc.

– didactic and educational: giving students more freedom to choose the subjects they study and the way they work; avoidance of stereotypes of conducting educational classes, use of methods, forms and means of teaching problematic, interactive and research nature; rationing of educational activities; structuring and differentiation of educational material according to its importance; application of the principle of accessibility and use of other principles of didactics, etc.

– psychological: formation of a lasting interest in the profession; development of students' mental abilities, awareness of the immediate and ultimate goals of learning (short and long term), theoretical and practical significance of the acquired knowledge, professional orientation of educational activities, etc.

We define following as the criteria of motivational readiness of future physical education teachers to work at school: 1) the presence of a clear cognitive interest in learning and, in particular, in the disciplines of their subject specialty (focus on internal motives); 2) optimism in working with children, love for the profession; 3) subjective position in the educational process; 4) demanding of oneself and all subjects of the pedagogical process; 5) demonstration of success in teaching and in the results of pedagogical practice, a responsible attitude to this work; 6) striving for constant self-development and self-improvement.

The results of the pedagogical experiment, their introduction into the educational process of higher education institutions give grounds to assert that the tasks set in the work were solved. The study does not cover all aspects of the outlined problem. Prospects for further scientific research are to study the theoretical and methodological foundations of motivational readiness of teaching future physical education to work at school.

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