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Motivation of students pedagogical skills to physical education

Abstract. Purpose: to describe the motivation to physical education of pedagogical skills girls in the context of motivation to study and motivation to succeed. **Material and Methods:** 90 second-year students of pedagogical specialties were researched (30 girls from pre-school education, philological and economic faculties) Pavlo Tychyna Uman State Pedagogical University. **Results:** described the motivation of students in physical education by the analysis of involvement of subject and the target set. Student's motivation to learning activities and their level to success motivation were additionally investigated. **Conclusions:** is outlined reason of not formed internal motivation of students' physical training in general psychological orientation of the girls that sufficiently shown in context of motivation to study and progress.

Keywords: students, physical education, motivation, education, specialty.

Introduction. Nowadays the psychological perspective in the branch of physical education and sport only confirms the importance and the relevance especially with student's youth. The fundamental task remains a studying of their motivation for the successful involvement of students to classes by physical culture and sport as knowledge of the initial level of motivational installations allows scientists to predict rather precisely possible behavior in this direction through views of own healthcare. It should be noted that the motivational subject is popular not only for native scientists in studying of actual problems of physical culture and sport of student's youth, but also is particularly acute enough in foreign special literature [13–17]. Ukrainian scientists investigate fundamental directions in the motivational perspective with this contingent: it is both a search of concepts of personally focused physical education of students [1], and technologies of the formation of professionally pedagogical motivation [4], and gender features of the formation to classes by physical training at students [2], and the formation of physical culture of students in the system of higher education [8; 10], and ways of the optimization of physical activity of student's youth [5; 11], and dynamics of motivation to classes by physical culture for the entire period of study in HEI [9] and so forth.

The consideration of motivation to classes by physical culture and sport of students of pedagogical specialties is almost a significant problem. It is caused that an opportunity to realize itself in the professional activity as an active and healthy expert, and still giving of an example for pupils in the orientation to sports and improving actions will depend on motivation to classes by physical culture of future teachers. And, as shows the research of T. S. Ermakova who acquaints the Ukrainian scientists with the experience, the structure and the system of training of future teachers of schools in Polish educational institutions [6], a great value also have similar questions from the formation of physically healthy and motivated students of HEI on motive activity for Poles.

The relevance of the research is caused also by the insufficiency of works in which the motivation to classes by physical culture at student's youth would be considered taking into account the motivation to study and the motivation to success. As showed to the researches G. I. Gonchar, a structural basis of the motivation to study and the increase of professionally applied physical fitness of students first of all dependent on interest in the professional activity, the motivation to success and achievements, tendencies to the professional activity [3]. And the dissertation work of V. V. Tsubluskaya found the structure of motivators which influences the activity of independent classes of students. There are the adequacy of self-assessment of physical capacities, the motivation to success, the motive of knowledge acquisition and mastering a profession, the empathy to children in this structure [12]. Therefore, it is very important the motivation to classes by physical culture not to be considered separately from other motivational installations, in particular from the motivation to study and the motivation to success. Only having a complete motivational picture it is possible to understand rather objectively the reasons of the low motivation to the subject "physical education" of students of pedagogical specialties.

The objective of the research: to consider the motivation to a subject matter “physical education” of students of pedagogical specialties, considering the motivation to study and the motivation to success.

The tasks of the research:

1. To analyze the degree of preparedness and practical achievements in the motivational perspective of students according to references.

2. To characterize the motivation to classes by physical education, the motivation to study and the motivation to success of girls of pedagogical specialties in the context of their educational activity.

Materials and methods of the research. 90 students of the second year of pedagogical specialties (on 30 girls from faculties of preschool education, philological and economic faculties) of Pavlo Tychyna Uman State Pedagogical University are investigated.

Methods of the research were chosen: the analysis and synthesis of data of scientific literature, psychological techniques of studying of the motivation to study (according to T. I. Ilyina) and to success (according to T. Elers), questioning.

Results of the research and their discussion. The analysis of the motivation of students of three pedagogical specialties to classes by physical training will be considered in the context of their attracted to a subject and purposes (tab. 1-2). So, from answers of students to a questionnaire blank “How often do they miss class on physical education” (tab. 1) comes up that in most of students it happens very seldom and only 10% of students of preschool faculty and 13,3% of philological give the affirmative answer to this question. Three-four times for a semester students of the same faculties dare to miss classes: 13,3% confess on preschool, and on philological – 10%. 40% of girls of preschool and philological faculties and 43,3% economic almost don’t miss classes on physical education. Only because of disease classes aren’t attended on 36,7% of future philologists and teachers of preschool study and 56,7% of economists. The comparison of three faculties shows that students of the economics department are allocated by the highest self-discipline who doesn’t dare to miss classes on physical training without good reason.

Table 1

As often students miss classes on physical education

Variants of answers	Faculties					
	Preschool		Philological		Economic	
	n=30	%	n=30	%	n=30	%
Almost don't miss	12	40	12	40	13	43,3
Only when I am ill	11	36,7	11	36,7	17	56,7
3–4 times per semester	4	13,3	3	10	0	0
Often	3	10	4	13,3	0	0

The research of the purpose of visit of classes on physical education of students (tab. 2) found out that a third of girls preschool (30%) and economic (30%) faculties and a half philological (56,7%) attend classes on physical education with the purpose to protect themselves from possible problems with certifications and offset. So, the purpose of classes on physical education only for offset is inherent for 23,3% of girls of preschool faculty, 20% of economic and 50% of philological faculty. The avoidance of debt on a subject induces to classes in 6,7% of students of preschool and philological faculties and 10% of students of the economics department.

Classes are visited by not so many students through understanding of an advantage of physical exercises: 13,3% on the philological faculty, 16,7% for economic and 20% on the preschool. Even less students attend classes because of their interesting carrying out: 3,3% on preschool faculty and 6,7% on the philological.

There was no student at three faculties who would attend class on physical education with the purpose to learn new exercises; only on one student on economic and philological faculties (on 3,3%) attend class for the sake of a discharge of intellectual loading, and on the economic – for consultations of rather independent classes. Education of strong-willed qualities as the purpose of classes established at 6,7% of girls of philological and 10% economic faculties.

The pragmatic purpose – to increase physical fitness which is found at 23,3% of students of preschool and economic faculties. The increase of physical activity as the purpose of classes on physical education which is most expressed at students of preschool faculty – 23,3% and less (on 13,3%) at girls of philological and economic one.

Table 2

The purpose of visit of classes on physical education by students

The purpose of visit	Faculties					
	Preschool		Philological		Economic	
	n=30	%	n=30	%	n=30	%
I know that it is useful	6	20	4	13,3	5	16,7
For receiving an offset on PE	7	23,3	15	50	6	20
It is interesting on classes	1	3,3	2	6,7	0	0
Educate strong-willed qualities	0	0	2	6,7	3	10
For consultation on self-dependent classes	0	0	0	0	1	3,3
To increase PT	7	23,3	0	0	7	23,3
Not have debts	2	6,7	2	6,7	3	10
To learn new exercises	0	0	0	0	0	0
For discharge of intellectual loading	0	0	1	3,3	1	3,3
To improve motive activity	7	23,3	4	13,3	4	13,3

The analysis of the purpose of visit of classes on physical training of students of three faculties of pedagogical higher education institution indicates the shortage of an internal conscious motivation on physical culture. The vast majority of respondents consider physical training only as a program need, and it testifies to the absence at them the created values on physical culture. From here the external motivation (receiving a test but other) is dominant.

As physical education of students of three faculties which is mainly latched within a subject, we will stop in more detail on their motivation to study in general, after all this kind of activity is main and defining at this stage of their life. Studying of the educational motivation takes an important place in pedagogical researches, after all to count on the effective social-pedagogical interaction extremely difficult without an objective understanding of motives to study. One business when a student motivated studies because realizes his advantage for the society and wants to become a good expert, and another – when avoids problems (he is afraid to remain without a grant) as it was revealed in the motivation to classes on physical training. Baggage of knowledge of students with such motivational directions on the termination of higher education institution will be cardinally different.

We received results (tab. 3) which say that only girls of preschool faculty have more or less adequate motivation to study (only they have high points in a scale of knowledge acquisition and respectively 1 rating place from 77%) while future philologists and economists have it actually unacceptable during the analysis of results of the research separately on each of motivation scales (knowledge acquisition, mastering a profession, receiving of a diploma). Students of the philological and economics department in motivation to study showed especially pragmatic interest, after all for them the motive of receiving to a diploma (1st place) prevails over motives of knowledge acquisition (the 2nd place) and mastering a profession (the 3rd place).

Only the prevalence of motives behind the first two scales of the motivation to study testifies to an adequate choice of profession and satisfaction with it. We didn't reveal full compliance even at girls of preschool faculty, after all motive "receiving to a diploma" at them on the 2nd place and mastering a profession on 3 the 3rd place. But after all a cognitive interest to a profession is dominating at them which they get. So, the number of students who independently study a number of the subjects that are necessary, in their opinion, for a future profession, following: 40% among economists, 60% of philologists, and most of all among girls of faculty of the preschool study – 70%. Equally carefully it is necessary to study all disciplines for full mastering a subject of 73,3% on economic and preschool faculties and 56,7% on philological.

Table 3

Motivation to study of students of pedagogical higher education institution

Scale of motivation	Faculties					
	Preschool (n=30)		Philological (n=30)		Economic (n=30)	
	%	place	%	place	%	place
Knowledge acquisition	77	I	62	II	64	II
Mastering a profession	61	III	53	III	61	III
Receiving to a diploma	67	II	82	I	77	I

The motivation to study of students to a certain extent displays their motivation to achieve a success – to graduate and to receive the public status with it is defined. Motivations of the achievement of a success of students of pedagogical specialties, is rod, after all it leaves from the needs of an individual to achieve success in the put tasks. As far as an individual is focused on a success, so he is active, purposeful and also capable to plan own vital purposes and to go in the direction of their realization and respectively to take responsibility for the best performance of actions.

Results of a technique on studying of the motivation to success, according to T. Elers, (tab. 4.) show the prevailing average level of motivation (on philological faculty of such 60%, on faculty of preschool education of 63,3%, for economic 76,7%). The low level of motivation to success of the identity of future expert is found in students of all faculties, however most of all expressed at future teachers of preschool study and philologists (in both cases on 36,7%). Among girls of the economics department with the low level of motivation 23,3% that is the lowest indicator from all selection are revealed. From here the motivation subsystem to a success isn't created at all in a third of students of preschool and philological faculties. According to the average level, it informs on the partial formation of a subsystem of an orientation of an expert.

Table 4

Motivation to success of students of pedagogical higher education institution

Level of motivation	Faculties					
	Preschool (n=30)		Philological (n=30)		Economic (n=30)	
	n	%	n	%	n	%
Low	11	36,7	11	36,7	7	23,3
Average	19	63,3	18	60	23	76,7
High	0	0	1	3,3	0	0

High level of an assessment of the motivation to success of the identity of a future expert which lights about a full formation of a subsystem of an orientation of the personality, was established only at one student of philological faculty (these are only 3,3% from their selection).

As showed results of our research which included a rather detailed analysis of questions of the technique of Elers, students with the low level are not initiative, low-active, try to avoid obstacles, prefer as lungs and physical exercises which aren't needing the persistence generally which are carried out easily and everything to protect themselves from criticism from fellow students for possible awkwardness. Concerning girls of three faculties of pedagogical higher education institution with the average level of motivation to success, in classes on physical training it has the manifestation that their activity, though productive, but to a certain extent dependent on external control: on the one hand – an accurate orientation only to own forces, but, as for making efforts, here students approach to the offered by the teacher on classes by physical training of a task without excess enthusiasm; obstacles, depending on the degree of their complexity, can try both to overcome, and to avoid, that is without persistence and will.

Our research confirms the data of O. O. Bilichenko [2] and M. A. Isachenko [7] that the low level of aspiration to self-development, feeling of uncertainty in itself, the low motivation to systematic classes are those factors which limit the motivation to classes by physical education.

Thus, the direction of motivation of the educational activity of students and the level of their motivation to success which showed the orientation to the inhabitant, explain the prevalence in most of girls of pedagogical specialties of the external motivation on classes by physical education and unambiguous shortage of internal, truly driving motivation.

Conclusions:

1. It is established that a third of students of preschool (30%) and economic (30%) faculties and a half of philologists (56,7%) attend classes on physical education with the purpose to protect themselves from possible problems with certifications and offset and has no student at three faculties who would attend class on physical

education with the purpose to learn new exercises.

2. The research of motivation to study showed that students of the faculty of preschool education understand the importance of knowledge acquisition from a future profession for the personal and professional growth best of all therefore it aren't limited to a framework and requirements of the program. At students of philological and economic faculties at whom the motive of "obtaining a diploma" is the priority in motivation to a study, the cognitive interest is concentrated in the sphere of professionally focused subjects. It certifies that the fact that the low motivation to systematic classes is one of factors which limit the motivation to classes on physical education.

3. The domination of the average level of motivation to success is revealed which is shown by that their activity, though productive, but dependent on the external control on classes on physical education at students. On the one hand the accurate orientation is only to own forces, but as for making of efforts, here students approach to the offered classes by the teacher on physical education of a task without excess enthusiasm; obstacles, depending on the degree of their complexity can try both to overcome, and to avoid, that is, without persistence and will.

Prospects of the subsequent researches consist in a search of effective forms of the organization of physical education with students of pedagogical specialties who could influence the internal motivation more effectively. Despite of the existence of researches from studying of motivation before classes on physical culture of students of pedagogical specialties, after all students of faculties need more detailed studying on which the female sex prevails traditionally.

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