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## **Мотивація студентів у процесі фізичного виховання в Університеті митної справи та фінансів**

### **Історія статті:**

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**Анотація.** Становлення майбутнього фахівця відповідно до компетентнісного підходу передбачає розвиток не лише інтелектуальної, але й фізичної складової особистості, внаслідок чого виникає потреба в оновленні методології фізичного виховання студентів і стимулювання до фізичного самовдосконалення зокрема. Метою роботи є обґрунтування необхідності розвитку мотивації студентів у процесі фізичного виховання на прикладі педагогічної діяльності викладачів Університету митної справи та фінансів. Дослідження проводилося в три етапи з використанням науково-теоретичних та емпіричних методів пізнання, серед яких аналіз, синтез, порівняння, узагальнення та опитування. З'ясовано, що практики фізичного виховання студентів формуються відповідно до індивідуального мотиваційного фактору. Визначено основні трактування категорії «мотивація» в контексті історичної ретроспективи, внаслідок чого було зосереджено увагу на сприйнятті мотивації як спонукання до задоволення особистісних потреб. Проведено емпіричне дослідження у вигляді опитування студентів першого та другого курсу з метою охарактеризування вихідного рівня мотивації до занять з фізичної культури. Виявлено ключові мотиваційні фактори до фізичного виховання студентів, такі як оздоровчий, естетичний, професійно-орієнтований, адміністративно-обов'язковий і статусний. Надано перелік основних методів стимулювання студентів до занять фізичною культурою з огляду на українські практики (модульна та «бальна» системи, використання ЗМІ, поєднання фізичного розвитку як командної, так і індивідуальної складових тощо) та зарубіжні практики (використання цифрових технологій, сприйняття авторитету педагога як методу мотивації, формування позитивного психологічного клімату та надання автономності студентам). Перспективи подальших досліджень вбачаємо в повторному проведенні емпіричного дослідження для підтвердження ефективності застосування оновлених методів мотивації студентів до занять фізичною культурою

**Ключові слова:** мотиваційний фактор, ціннісний критерій, потреби, рухова активність, фізична культура

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## Student Motivation in the Process of Physical Education at the University of Customs and Finance

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**Abstract.** The development of a future specialist in accordance with the competence approach involves the development of not only the intellectual, but also the physical component of the individual, as a result of which there is a need to update the methodology of physical education of students and encourage physical self-improvement in particular. The purpose of the study is to substantiate the need to develop students' motivation in the process of physical education on the example of pedagogical activity of teachers of the University of Customs and Finance. The study was conducted in three stages using scientific-theoretical and empirical methods of research, including analysis, synthesis, comparison, generalization and survey. It has been revealed that the practices of physical education of students are shaped in accordance with the individual motivational factor. The main interpretations of the category "motivation" in the context of a historical retrospective are determined, as a result of which attention was focused on the perception of motivation as an incentive to meet personal needs. An empirical study was conducted in the form of a survey of first- and second-year students to characterize the initial level of motivation for physical education classes. Key motivational factors for physical education of students, such as health-improving, aesthetic, professionally-oriented, administrative-mandatory and status-based, are identified. The list of main methods of stimulating students to engage in physical education classes is given, taking into account Ukrainian practices (modular and "point" systems, the use of mass media, a combination of physical development of both team and individual components, etc.) and foreign practices (the use of digital technologies, the perception of the teacher's authority as a method of motivation, the formation of a positive psychological climate and providing autonomy to students). The prospects for further research in the repeated conduct of empirical research to confirm the effectiveness of the application of updated methods of motivating students to engage in physical education classes

**Keywords:** motivational factor, value criterion, needs, motor activity, physical culture

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## INTRODUCTION

The relevance of the issue of physical education in the formation of future professionals is due to the change in the cultural paradigm and the need for value reorientation. The rapid development of digital and information technologies, the growth of intellectual demand in the labour market has led to a passive lifestyle and lack of motivation for physical self-development in today's students, which, however, does not correspond to the competence-based approach of training qualified specialists. The need for harmonious improvement of both the physical and intellectual components of higher education applicants has become an impetus for the search for new teaching methods, as well as for changing views on physical education in particular.

To begin with, the topic of physical education of students is covered in the studies of many Ukrainian and foreign scientists. For instance, I. Bodnar was engaged in research on "issues of the process of physical education of students, in particular the implementation of pedagogical control in the process of physical education of students of higher educational institutions" [1]. According to the author, it is advisable to apply self-control and mutual control of students in physical education classes [1]. At the same time, researcher A. Honcharova formed tips for effective "organization of independent physical education classes for higher education student" [2]. For their part, M. Zhushma uses the example of breathing exercises to improve the stability of the respiratory system to substantiate the need for physical education classes for students in the context of the COVID-19 pandemic [3]. Ultimately, it is advisable to refer to foreign practices of physical education of students. As an example, W. Huang, X. Shi and Y. Wang for one year conducted an experiment, the essence of which was to identify the factors influencing moderate and vigorous physical activity of pupils and students [4]. Chinese researchers have concluded that the influence of educational institutions, schools and universities in particular, plays a crucial role in the process of physical education of the individual, as a result of which all educational programs should be aimed at forming a positive attitude to an active lifestyle.

The research of the issue of physical education of students, as such, is always accompanied by the study of the motivational factor. As an example, V. Platonov [5] and A. Puni [6] in their researches pointed out the importance of forming value orientations of young people and the problem of encouraging participation in physical education and sport. For their part, Ye. Ilin [7] and V. Sopov [8] drew attention to the material component in the structure of sports motivation, as well as "the influence of social welfare on physical activity and motivation of individuals with different personality orientations".

However, according to O. Kolos, motivation for physical education classes is formed on the basis of the student's interest and recognition of the need for physical self-improvement [9]. The author notes that it is in accordance with the motives of students and their physical fitness that the teacher should draw up a plan for each physical education lesson [9].

However, as we can see, these studies suggest that modern socio-cultural conditions require new ways of addressing the problem of physical education of students, in particular, updating the methods of motivation for physical activities. That is why *the aim of the research* is to substantiate the need to develop students' motivation in the process of physical education on the example of practices of the University of Customs and Finance teachers. To achieve the stated objective, the following *tasks* were identified:

1. To identify the socio-psychological factors that shape the attitudes to health as one of the core values of the individual.
2. To experimentally substantiate and apply the methods of the motivational factor to form a personal health system.
3. To prove the importance of pedagogical influence on the student to form value criteria of the individual, in particular to physical culture.

## MATERIALS AND METHODS

To achieve the stated objective and address the challenges of the topic, the study was conducted in three stages. The first stage involved the processing of theoretical and methodological literature on the chosen issues of motivation in the process of physical education of students. In particular, using methods of synthesis and analysis, aspects of "physical education of students", "motivation of students to physical education classes" and "pedagogical activity of physical education teacher" were studied based on scientific works of Ukrainian and foreign researchers. With the aid of the correlation method, a comparative analysis of interpretations of the concept of "motivation" was carried out in historical retrospect, which made it possible to determine motivation based on the concept of "need", as well as compare Ukrainian and foreign practices of raising the motivational factor of students. The method of generalization helped to systematize the theoretical base and provide a comprehensive substantiation for the need for pedagogical influence on the higher education student to form a motivational aspect to the understanding of the importance of maintaining an adequate standard of health.

The second stage involved conducting an empirical study to determine the initial level of motivation for

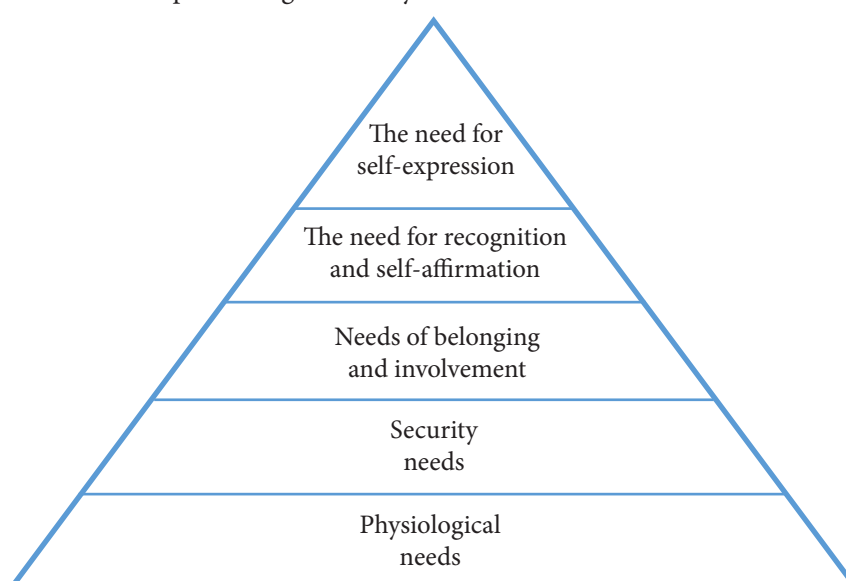
physical education classes among students using a survey and test questionnaires. The study participants were first- and second-year students of the Educational and Scientific Institute of Law and International Relations, the faculties of Technology and Finance, as well as faculties of Economics, Business, International Relations and Management. The total number of respondents was 325. All survey participants agreed to participate in the experiment. During the second stage of the study, the method of statistical analysis was used, which made it possible to summarize the personal data of the respondents and systematize it in the form of a graphic figure. Based on this data, the main motivational factors and criteria for a conscious approach to physical culture and sports classes were identified.

The third stage of the study was conducted on the basis of processed scientific and methodological literature and the obtained experimental data. Its essence was to provide specific methods of increasing students' motivation level for physical education classes, taking into account Ukrainian and foreign research. Overall, the main methods of encouraging higher education students to participate in sports were described using the example of pedagogical practices of teachers of the University of Customs and Finance, in particular, improving the incentive system, combining team sports with general individual physical development, as well as using the media to meet the psychological need for recognition in students. The analysis of the studies of Chinese, Spanish and Greek researchers over the past 3-5 years has made it possible to define foreign methods of motivating students to physical education classes, including the use of the authority of the teacher as a role model with the subsequent formation of health-promoting values by

communication with students, providing a positive psychological climate and providing autonomy to students during classes, as well as the use of modern information and digital technologies in physical education classes to develop self-control, an individual approach to physical development and providing interactive pastime.

## RESULTS AND DISCUSSION

The study of motivation in the process of physical education requires a clear understanding of the semantic load of the concept of "motivation". Usually, "motivation" is understood as an incentive to action, a dynamic process of a physiological and psychological plan that guides a person's behaviour, determining their organization, dedication, capability to consciously manage their efforts, qualities to achieve life goals and meet their needs. However, as is known, there are a number of other interpretations that reveal this concept in terms of its individual aspects. For instance, R. Nagovitsyn defines motivation as the inner world of a person [10]. I. Martyn considers motivation to be a certain ratio of needs and opportunities with the tasks set by the individual [11]. The opinion of O. Kolos, which perceives the motivational factor as a "mental adaptation of a person" is also interesting [9]. After all, in the process of determining the interpretation of "motivation", it is impossible not to mention the primary theories of motivation of the individual. In this context, it is advisable to refer to the Maslow's hierarchy of needs [12]. Studying the factors that influence a person, the American psychologist identified 5 main categories of needs, the satisfaction of which provided for the formation of further motivational factors in the process of life (Fig. 1).



**Figure 1.** Hierarchy of Needs by A. Maslow

**Source:** compiled by the author based on [12]

As shown, the categories are arranged in the corresponding hierarchy. The pyramid is based on physiological needs that include breathing, drinking water, eating, sleeping, and so on. The second category is represented in safety needs. After all, this applies to certain guarantees of protecting your own health, property, your future, and so on. The third category is focused on defining a person as a social being, as a result of which there is a need of belongingness to a family, team, community, etc. A group of needs for respect, recognition and self-affirmation allows a person to establish their individuality, show their uniqueness. At the same time, the last category of needs focuses on self-expression. The process of self-expression is manifested in creativity, morality, and problem solving. Ultimately, the satisfaction of each category of needs leads to the formation of motivational factors for the satisfaction of the next category. On the other hand, such a hierarchy is closely related to the concept of “status” and “significance” of the individual, as a result of which the motivation to meet the latter category of self-expression needs will encourage the individual to meet the previous four groups.

Now it is necessary to understand that the concept of “motivation” is closely related to the satisfaction of needs. For instance, V. Kunitsyna notes that “the process of meeting needs has a complex structure and consists of several stages, the main of which are motivation and implementation of activities” [13]. At the same time, it is worth adding that the satisfaction of needs is accompanied by the process of recognition of their necessity, according to which Ye. Ilin classifies human needs into [7]:

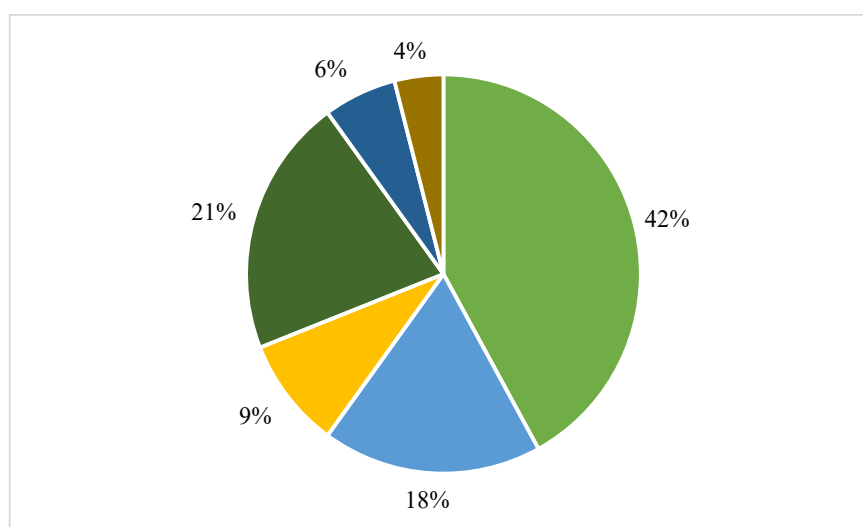
- Unconscious;
- Conscious;
- Conscious social.

Thus, an overview of the hierarchy of needs by A. Maslow, argumentation of the correlation of the concepts of “motivation” and “need” make it possible to conduct further research of motivation in the process of physical education of students, taking into account their needs. In this context, the pedagogical importance of the motivation process lies in the formation of stimulating factors for students to be effective in realising sustainable growth of body functions to meet the personal needs of each individual student. After all, A. Puni forms three groups of needs, from which, in fact, motivation for physical culture follows [6]:

- “The need for movement;
- The need to perform their duties as a student;
- The need for sport activities”.

As a result, the pedagogical activity of a physical education teacher will be effective only if they comprehensively influence the student’s personality, based on the above-mentioned three groups of needs. At the same time, it is worth adding that the role of a physical education teacher is not only to help analyse the student’s goals but also to overcome certain obstacles. For example, we can distinguish such factors as bad habits, lack of control over their own nutrition, irregular work and rest schedule, and so on.

Thus, owing to the development of the theoretical framework to interpret the concept of motivation, it was possible to characterise stimulation as a method of meeting needs, as a result of which empirical research was conducted. The idea of this research was to determine the initial level of motivation of 325 first- and second-year students for physical education classes using the survey method. Ultimately, the following results were obtained (Fig. 2).



**Figure 2.** Results of the survey of the initial level of motivation of students to engage in physical education classes (in %)

Accordingly, 42% of the surveyed students see motivation to build a specialist's personality through physical education classes in the health-improving effect. 18% of students noted that physical education is necessary for them to achieve aesthetic pleasure both from classes and from the result of visual perception of their own body. At the same time, 9% of respondents need to maintain good physical shape to carry out professional activities. 21% of students attend physical education classes only for credit, which is required by the course programme. Finally, 6% of students are engaged in physical education classes to maintain their "status", and 4% of respondents are undecided. As is evident, about half

of the total number of first-and second-year students perceive physical education classes as a method of maintaining wellness, which indicates a conscious perception and satisfaction of their own needs. At the same time, there is also a significant number of students who attend classes for "assessment", which allows us to argue that a certain lack of conscious motivation is also present. According to the results of the survey, *the main aspects of motives* based on meeting the needs of students were identified, in particular: health direction, aesthetic direction, professionally-oriented direction, compulsory administrative direction, as well as status direction (Fig. 3).

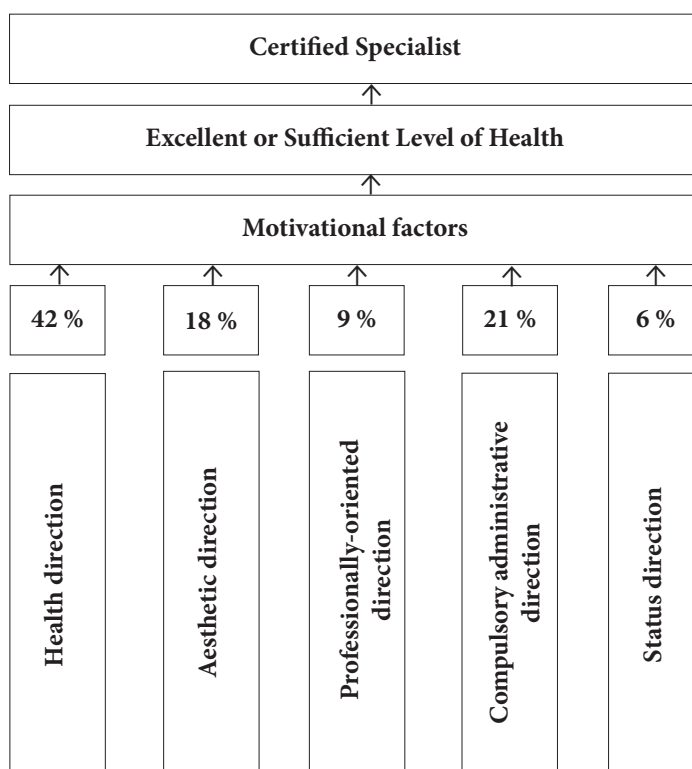


Figure 3. Scheme of shaping the future specialist based on motivational factors

As seen, motivational factors for physical education classes contribute to maintaining the proper level of wellness, which further affects the professional activity of the specialist as a whole. One way or another, motivation is temporary, so the teacher faces the task of regularly updating teaching methods and conducting their professional activities. On the example of the professional activity of physical education teachers of the University of Customs and Finance, it is possible to consider methods for maintaining and improving the initial level of motivation for physical education among students throughout their studies. First of all, it is worth noting that the university has introduced a modular system for mastering physical skills in several sports. During practical classes,

teachers successfully combine various sport games, such as volleyball, basketball, football, badminton, etc., with the development of qualities in general physical training, "self-defence without weapons", "fire safety training" and "swimming". This way students are given the opportunity to meet two needs at once according A. Maslow's Hierarchy of Needs, that is, the need for belonging to the team and the need for recognition from colleagues. In addition, teachers use interview and testing methods, which determines the level of motivation of the student, forms the exercise routine and recognition of the need to maintain a sufficient level of health. To encourage students to participate in university competitions, a "point" system is used. It is worth noting that media coverage of

the competition results is a really powerful motivational factor among students.

Referring to foreign pedagogical practices of motivating students to physical education classes, attention should be drawn to the authority and “status” of the teacher. In particular, S. Li and L. Chen argue that it is the behaviour and translation of the teacher’s opinions that become one of the key stimuli for individual physical education [14]. Accordingly, increasing communication between the physical education teacher and students will contribute to the formation of new value categories, and, as a result, awareness of the importance of physical development. Spanish researchers R. Ramos and N. Gomez discovered that the psychological climate during physical education classes has a significant impact on the motivational factor of students [15]. Ultimately, teachers need to give students more autonomy and choice, which allows them to meet their psychological needs. Interesting for this research is the experience of Greek scientists M. Papastergiou and P. Natsis, who purpose the use of digital gadgets, such as tablets, during physical education classes [16]. Researchers claim that individual fitness apps on digital devices significantly increase the level of interest and motivation among pupils and students in particular. In this way, students receive both individually designed programs to improve their physical condition and the opportunity to spend time interactively. As it seen, modern technologies can not only interfere with the physical development of the individual. If they are applied correctly, the teacher may not only create a positive psychological climate during classes but also increase the level of internal motivation of each student.

## CONCLUSIONS

Thus, in the research process, the concept of “motivation” in the context of the physical development of students was addressed. Above all, attention was focused on finding an accurate interpretation of the concept of “motivation” in a historical retrospective of the primary theories of incentive formation, in particular the Hierarchy of Needs of A. Maslow, using scientific and methodological literature of Ukrainian and foreign scientists. Based on the processed theoretical base, an empirical survey was conducted to determine the initial level of motivation of first- and second-year students for physical education classes. The results of the research made it possible to determine the main directions of motives in accordance with the personal needs of students, including health, aesthetic, professionally-oriented, compulsory administrative, as well as status. It is noteworthy that about 50% of the total number of students attend physical education classes for health-improving purposes. The experiences of physical education teachers at the University of Customs and Finance provided examples of key methods for raising the level of motivation in students, such as using a ‘point’ and modular reward system, combining gamification with the development of general physical qualities, interviewing and testing, etc. Contemporary approaches of foreign scientists to the practice of encouraging students to physical culture were also studied, namely: increasing teacher-student communication, where the teacher acts as a motivator and mentor, providing autonomy to students during physical education classes, as well as using digital technologies to increase the level of internal motivation and self-control.

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