

TRAINING OF MOTIVATIVE COMPONENTS TO STUDENTS IN HIGHER EDUCATION INSTITUTIONS OF PHYSICAL EDUCATION AND SPORT

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Abstract: *In recent years the Republic of Moldova has taken a number of measures related to the modernization of education system at all levels, but the highest claims have taken place at the level of higher education. Since 2008, our country has joined the Bologna Process, viz. it has been part of the European system of training specialists in various fields in higher education institutions, including physical education and sports.*

One of the main components of the quality of training of physical education and sports specialists in higher education institutions is the motivational one, which ultimately determines quality of training of the future specialist in the field.

In this context, some concrete ways of forming the motivational component are proposed, which in the last instance will contribute to the improvement of the quality level of the students of higher education institutions of physical education and sports.

Key words: *students, physical education, motivational component, higher education.*

1. Introduction

In any field of activity, including physical education and sport, the motivational sphere forms the plan of personality activity. According to the opinion of the renowned psychologist S.L. Rubinistein, "for the formation of any capacity, however significant, it is necessary, above all, to create the vital necessity in a certain aspect of activity." In contemporary psychology, the term "reason" is used to denote various phenomena and states that stimulate the activity of the subject.

"In the role of the reasons, the needs and interests of attraction and emotion, of orientation and of ideals may emerge" [6]. The reason is what wakes up human for activity [5]. In contrast to the reasons, valuable guidelines characterize human's attitude to material and intellectual values, to the surrounding world, to his system of orientations, beliefs, preferences expressed through behavior [5].

It is not possible to clarify the processes and mechanisms of vocational training without studying motivational relations as

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forces that form the interests, needs and reasons of this activity. The penetration into the essence of the interests, motivation, the students' needs allows to determine the orientation and scope of the actions of the objective laws. Therefore, in the process of experimental approval of the effectiveness of optimizing the content of the educational process, we studied various factors, incentives, factors that have a particular influence on formation of motivations, valuable orientations and interests towards the activity of knowing of the future physical culture specialists [1, 2, 3, 4].

Much of these issues have been investigated within the State Physical Education and Sports University of Chisinau as part of a pedagogical experiment. The experiment was divided into the ascertaining experiment and the formative experiment, characterized by the application in the process of training of the new models of the content of

higher education of physical culture, the new programs that provided for the application of the new study plans, didactic materials and methodical materials etc. In this experiment, over 900 students from different years of study were enrolled. By applying a set of psychological questionnaires, we attempted to highlight the reasons for the instructional activity, which in our case were appreciated as: the formation of knowledge, obtaining of the profession, obtaining of the diploma.

The research of the level of motivation of students' instructional activity according to their orientation towards the process of acquiring knowledge, acquiring the profession or the diploma, shows that in the process of ascertaining experiment, the second-fourth year students play an important role in acquiring the knowledge, then follows the reason for obtaining the profession (Table 1).

Table 1

*Reasons for the student's educational activity
(in points)*

Year of study	Clues statistically	Motivational orientation for obtaining					
		Knowledge		Profession		Diploma	
		Ascertaining experiment	Formative experiment	Ascertaining experiment	Formative experiment	Ascertaining experiment	Formative experiment
2	X	5,5	6,3	4,1	4,9	3,0	2,1
	±m	0,11	0,09	0,08	0,09	0,06	0,11
	±δ	1,21	1,01	0,89	1,05	0,63	1,17
3	X	5,6	6,7	4,7	5,2	3,5	2,0
	± m	0,13	0,10	0,07	0,09	0,07	0,09
	± δ	1,43	1,12	0,78	0,93	0,78	1,03
4	X	5,4	7,1	4,8	5,5	3,7	2,1
	±m	0,16	0,17	0,10	0,12	0,10	0,09
	±δ	1,67	1,82	1,01	1,24	1,03	0,94

The reason for obtaining the diploma does not prevail in students, although its importance increases from year II to year IV. Under the influence of the factors of the formative experiment, the level of motivation, related to the acquisition of knowledge and profession, grows substantially in the students of all years of education at the educational institution, and the reason for receiving the diploma loses its importance. Thus, the optimization of the content of educational process has a positive influence on the motivation of the instructive activity of the students.

The level of the professional - instructive motivation for the students was studied

with the "Reasons for choosing the profession" survey, which was aimed at highlighting the valuable interests and orientations of the future specialists, the attitude towards the chosen profession. Studying this attitude towards the chosen profession was meant to find some information about professional usefulness. In the process of ascertaining experiment it was established that the conscious interest in chosen profession is decreasing and is present at 33.8% students of the second year, 33.3% students of the third year and 28.6% of the fourth year. It also increases the significance of the reason for obtaining higher education at any cost (Table 2).

Table 2

Distribution of students according to the reasons for choosing the profession (in%)

Reasons for choosing the profession	Ascertaining experiment			Formative experiment		
	Year II	Year III	Year IV	Year II	Year III	Year IV
1. <i>Conscious interest for the profession</i>	33,8	33,3	28,6	42,1	48,4	55,0
2. <i>Acquiring of higher education</i>	21,5	23,2	27,6	20,4	16,3	8,2
3. <i>Other causes</i>	44,7	43,5	43,8	37,5	35,3	36,8

Compared to the second year, the significance of this reason for the fourth year increases by 27.6%. In the process of formative experimental, an inverse dependence is noticed, the longer it passes, the more students show a clear interest in the chosen profession, the lower their tendency to obtain higher education at all costs. At the same time, in the process of training within university, the awareness of profession increases by 12.9%, while the tendency towards the diploma drops by 12.2%.

The study of the causes that influenced choice of the profession proved that, first

of all, they are formed under the influence of the students' interest in sports activity with children (Table 3).

The next reason is tendency to repeat the life of the coach, self-realization as a physical education and sports specialist, and only the third is the reason for the desire to get higher education. Among other causes, students mention the desire to do sports, to improve sports skills, to strengthen health, to have a noble body, etc.

Whatever the causes the student is leading, his / her professional training will be determined primarily by a behavior

that will be expressed through the instructive learning activity. Ambience of the student during the training forms a system of individual conscious connections with different sides of the professional activity, forms his / her attitude that reflects the needs, feelings,

interests, motives, will, etc. Attitude towards of training process is the preparation for possible reactions to the object of the relations. This training has a stable character and, therefore, is conceived as an essential feature of personality.

Table 3

The significance of causes that influenced the students at choice for profession (in%)

Reasons for choosing the profession	Number of respondents
<i>Interest in sports activity with students</i>	50,1
<i>Similar to coach (wants to become the same)</i>	37,5
<i>Gaining higher education</i>	27,6
<i>Tips from coaches, teachers, parents, friends</i>	23,7
<i>Increasing the popularity of favorite sport</i>	12,1
<i>Desire to engage in scientific work</i>	7,6
<i>Family traditions</i>	4,8
<i>Other</i>	2,1

Note: % > 100 because most students call for several causes at the same time

Structural components of attitude to the training process are knowledge that characterizes the concept of personality, level of knowledge about the object of relationships (the nature and content of the training, subsequent possibilities of the occupation acquired, etc.), emotional behavior, student's feelings about its inclusion in the process instructively, predisposition of the student to behave in a certain instructional situation.

The instructional learning activity of students is determined, first of all, by their attitude to studies, which in turn is conditioned by the understanding of the need for knowledge for professional training.

Such attitude towards the knowledge accumulated within the respective institution also forms the attitude of the students towards the studies. Analysis of students' opinions in order to clarify their

attitude towards studies as positive (I like it much, I like it), indefinite (I like less, I do not like it), negative (I do not like it, I do not like it at all) showed that most of the respondents show a positive attitude towards studies, but the stability of this attitude is not strong and in the process of training gradually decreases, becoming indefinite, gradually moving towards a negative attitude towards studies (Table 4).

In the process of formative experiment, students' attitudes towards studies change essentially. Positive attitude becomes the dominant factor in the instructional activity of students during the whole period of university studies. Thus, students of the second year with 10.8% of cases more often show a positive attitude towards the studies, compared to data of the ascertaining experiment.

Table 4

Dynamics of student attitudes towards studies (in%)

Attitude	Ascertaining experiment			Formative experiment		
	Year II	Year III	Year IV	Year II	Year III	Year IV
Positive	42,6	37,2	35,4	53,8	51,3	49,6
Indefinite	53,7	54,7	54,9	43,0	44,6	45,6
Negative	3,7	8,1	9,7	3,2	4,1	4,8

The data obtained during the ascertaining experiment demonstrates that the positive attitude towards the training of students in the 2nd and 4th year of study drops on average by 2.9%

(Table 5). Along with this, it increases the number of students who are preparing for episodic seminars or are not preparing at all.

Table 5

Dynamics of student attitudes towards training seminars (in%)

Attitude	Ascertaining experiment			Formative experiment		
	Year II	Year III	Year IV	Year II	Year III	Year IV
Positive	33,8	27,6	30,9	41,4	47,1	50,9
Indefinite	56,3	56,1	51,3	54,2	47,1	40,3
Negative	9,9	16,3	17,8	4,4	5,8	8,8

In the formative experimental process, students' positive attitude towards seminar training increased by 20% and the number of students ignoring this training dropped by 10%, which in general speaks of the positive influence of optimizing the content of the process on the instructive activity of students.

The effectiveness of the students' preparation for lessons was appreciated as positive if they got good grades in the subjects of the study plan. The indefinite attitude is characterized by a brief overview of some exciting and negative lessons - when the student is confined to the subject presented by the teacher. The data of studying these attitudes showed that students' positive attitude towards the summation of lessons from the 2nd to

the 4th year increases (Table 6). At the same time, the number of students who have a negative attitude towards lessons (7.5%) decreases.

This scientifically established fact testifies to the increase of the role of the theoretical knowledge, to the changing attitude of the students towards the role of theoretical training in the formation of their professional competence. The data of the formative experiment confirmed this fact, where a positive attitude towards the observation of the lessons was demonstrated by 14.7% students of the fourth year more than in the ascertaining experiment, and the number of students having a negative attitude decreased by 1.3 %.

Table 6

Dynamics of student attitudes towards activity at lessons (in%)

Attitude	Ascertaining experiment			Formative experiment		
	Year II	Year III	Year IV	Year II	Year III	Year IV
Positive	33,4	42,1	49,5	35,8	51,7	63,2
<i>Indefinite</i>	54,8	50,5	46,2	55,8	42,4	35,5
<i>Negative</i>	11,8	7,4	4,3	8,4	5,9	1,3

One of the aspects of studying the motivational sphere of students is the research of their attitude towards the use of additional literature (besides conspiracies and textbooks) in the process of instructional activity. Student attitudes towards the use of supplementary literature are appreciated as positive if the student frequently uses it and considers it necessary for his / her professional training in consultation with the teacher. An indeterminate attitude is considered when the student uses additional literature only episodically, if necessary. The negative attitude is expressed by the fact that the student never uses supplementary literature, limiting himself to the preparation of seminars, only to written lessons and textbooks.

Ascertaining experiment data testify that students use very little additional literature in their instructional work. This trend is more pronounced in the students of the last years of study (Table 7). Most often, episodic use of supplementary literature is practiced only in cases strictly necessary (they do not have the manual,

the lesson's consciousness does not allow them to answer all questions of the seminar, etc.), comprising 60.1 - 63.5% of the respondents.

In the process of formative experiment, the number of students using supplementary literature increases substantially, reaching 65.1 - 75.6% of all the students questioned, and those who rely on conspectus only, decreases by 6.0 - 12.5%.

Thus, the results of the research of the motivational orientations of the students in their field of activity demonstrate the dynamism of the indicators of motivation of students' achievements in the instructive process. For the students of the first and second years, the reasons for the responsibility for decision making in the professional activity, the insistence in achieving purpose, etc. are more pronounced. Students of the 3rd to 4th year are particularly characterized by strong motivation in the direction of appreciating the success in professional activity and the measure of achievements.

Table 7

Dynamics of student attitudes towards the use of additional literature (in%)

Attitude	Ascertaining experiment			Formative experiment		
	Year II	Year III	Year IV	Year II	Year III	Year IV
Positive	1,7	2,3	1,2	2,1	2,8	3,4
Indefinite	63,5	60,1	61,3	75,6	70,8	65,1
Negative	34,8	37,6	37,5	22,3	26,4	31,5

It is already known that the lack of students' positive attitude towards instructional activity, even with obvious capabilities, casts doubt on the student's professional value [4].

It has been established that a conscious manifestation of the chosen profession is shown by 30% of the students. This index, for students in recent years of studies, shows a downward trend. The main reasons for the instructional activity are the tendency to acquire professional knowledge and not the reasons for obtaining the diploma and higher education at any cost. In the process of formative experiment, these reasons have a more obvious positive character, and arise from the essential growth of the conscious interest towards the chosen profession (up to 26.4%) and the orientation of the students towards acquiring professional knowledge.

Studying the causes that influence the choice of profession proves that the most common are: interest in working with children, the intention to sow with the teacher or coach, the desire to get higher education, the opinion of the coach, of the teachers, parents, friends.

Such an appreciation of the importance of the acquired knowledge forms, to a known extent, the attitude of the students

to study. Most students show either a positive attitude or an undetermined attitude towards studies (42.6% and 53.7% respectively) in the ascertaining experiment. In the process of formative experiment, the positive attitude towards the study becomes the dominant factor of the instructive activity of the students (49.6 - 53.8%), on the background of the decrease of the negative attitude indices by 0.5 - 4.9%.

The data of students' attitudes towards the use of supplementary literature shows that they prefer preferences and manuals in the independent training process (60.1 - 63.5%). These student orientations are so stable that neither the optimization of the learning process has an essential influence on students' attitudes towards the use of supplementary literature.

Thus, the application of the models of the content of the higher education of physical culture, reflected by the revision of the study plans and programs, by applying different practical and methodical recommendations in the training of the future specialists in the field of physical culture, contributed decisively to the formation of the motivational component of the students of the institutions.

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