Original Article

Psychological attitudes during the training of specialists in physical culture and sports

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Abstract:

The purpose of the article is to bridge the gap between the expected and actual psychological attitudes among the students receiving education in the field of pedagogy in physical culture and sports. The study evaluated five areas using the survey methods: readiness for self-development, reflection, motivation to achieve success, motivation to avoid failure, and empathy towards children. The most authoritative testing methods, which have proven their viability in psychological science, were used.

The analysis of the results allows us to evaluate the stability of psychological attitudes in students during the entire period of study. The greatest impact on the change in the attitudes of students about their future profession occurs due to the pedagogical practice conducted during the third and fourth years. However, we observe a negative dynamics in the attitudes during the third year. A positive result is the absence of identified students with a cardinal low level of psychological attitudes towards teaching. However, a significant proportion of students (i.e., 24%) do not exhibit motivation for teaching by the end of studying at the university. This affects the parameters of self-development in students whose graduation rate is low, 26%. As a recommendation, we can offer a curriculum modification that includes classes that stimulate the creative focus of the students.

Key Words: psychological attitudes, physical culture and sports, teacher, coach

Introduction

Formation of skills of a teacher of physical culture and sports is always associated with the creation of professional and pedagogical installations. The most important installations include orientation towards success in activities, presentation skills, orientation towards self-development and self-education, attitudes towards love for pupils and care for them.

The manifestation of these installations among students in the areas of teacher training for physical education and sports can be diagnosed to determine the professional orientation of the teacher's personality. The diagnosis should include the following significant components:

- readiness for self-development,
- reflection,
- motivation to succeed,
- motivation for avoiding failures,
- empathy for children.

These qualities reflect the specifics of the profession of a teacher of physical culture and sports and should be formed in the course of the educational process. The diagnostic model of these qualities can be used to obtain information about the formation of the most important installations among students and the timely adjustment of the learning process. The specifics of the profession of a teacher of physical culture and sports is to improve the physical development of the child, improve his health, work capacity, respectively, the formation of the correct pedagogical installations will allow him to properly organize the educational process and work quality with children.

Material&methods

The professional activity of the teacher of physical culture and sports is directed not only at the physical component of the child's development, but also at the formation of the general culture of the individual. Such a complex task requires constant comprehension of the process and the results of one's own professional activity, borrowing the experience of colleagues, updating the theoretical baggage. One of the main qualities of the teacher is the ability to empathy. A teacher of physical culture and sports with a high level of development of the above installations constantly seeks to achieve high results in his professional activities.

Formation of readiness for self-development in sports is considered in the works of Frey, 1991, Anderson, 2004, Behncke, 2004, which includes the impact on general personal motives: goal-setting, self-awareness, self-discipline of the student. During the training, students should be able to identify, formulate and plan the achievement of a goal, develop common methods of action, adequately assess the results. It is noted that the self-development of students is based on positive learning motivation and an interested attitude to study.

Next, we present the assessment levels of the psychological installation of self-development of teachers of physical culture and sports, figure 1.

Figure 1. Installation levels of self-development in the training of physical education and sports teachers
Compiled by the authors on Ratanova, 1998

The second important setting in the training of physical education and sports teachers is reflection. As noted in Roberts, S.J. & Ryrie, A., 2014, Nelson, L.J. & Cushion, C.J., 2006 and Dixon, M., Lee, S., & Ghaye, T., 2013, reflection implies the ability of the teacher to analyze his own activities giving up the momentary point. The teacher must have the ability to draw conclusions, understand the meaning of other people's words and learn through communication. Intensification of reflection in pedagogical practice involves the self-modification of methods and techniques of activity, its continuous improvement. In the activity of a teacher, reflection has two functions: controlling and creative. The first function assumes a comparison of the current situation with the ideal model existing in the human mind, the second one assumes the realization of creative actions.

Next, we present the levels of assessment of the psychological installation of reflection of teachers of physical culture and sports, Figure 2.

Figure 2. Installation levels of reflection in the training of physical education and sports teachers
Compiled by the authors according to Tutushkina, 2000

The installation of achieving success in the training of teachers in physical culture and sports, according to Ellis, 1986, Chrestensen, C.A. & Baker, C.D., 2002 and Renshaw, I., Oldham, A.R., & Bawden, M., 2012, is based on the stimulation of internal factors prompting to action. Next, we present the assessment levels of the motivation for the success of physical culture and sport teachers, Figure 3.

Figure3. Installation levels of motivation to achieve success in the training of physical culture and sports teachers

Compiled by the authors according to Orlova, E. A., & Kolesnik, N. T., 2012

The fourth essential setting in the training of physical education and sports teachers is motivation to avoid failure. As noted in the works of Wulff, 2000 and Light, 2014, this installation is associated with an increased sense of self-preservation and disclaimer. And since physical culture and sports teacher in the process of activity encounters difficulties, it is necessary to form the psychological skills of coping with failures. Some authors point out that the setting to avoid failures should be developed at an average level, since it is precisely that it determines the possibility of overcoming difficulties in teaching. Heckhausen, 1986 determined that avoiding failures and striving for achievements are two basic types of human behavior. Many people live according to the first type: "as if something did not work out", they are afraid of punishment, therefore they cannot truly realize their potential. Next, we present the assessment levels of the psychological setting of the motivation for avoiding failures of physical culture and sportsteachers, Figure 4.

Figure4. Installation levels to avoid failures in the training of physical culture and sports teachers

Compiled by the authors on Ehlers, 2015

Another important setting in the trainings is empathy. In the works of Warren, 2014, Chen, J.T., LaLopa, J., & Dang, D.K., 2008 and Schertz, M., 2006, this quality implies the ability of the teacher for the voluntary emotional responsiveness of the student's experiences. Empathy reduces stress, helps to balance interpersonal relationships, and promotes student socialization. The development of empathy in the teacher is one of the main success factors in creating a connection with students. Next, we present the assessment levels of the psychological setting of empathy of physical culture and sports teachers, figure 5.

Figure 5. Installation levels of empathy in the training of physical culture and sports teachers

Compiled by the authors on Ratanova, 1998

Summarizing the qualitative parameters of the formation of professionalism of the future physical culture and sport teachers, we can distinguish three levels of formation of psychological attitudes: A high level implies a significant development of reflection, self-development abilities, empathy for children, substantial motivation for success and an average level of motivation for avoiding failures. This level of development of pedagogical installations testifies to the high professionalism of the teacher, the high efficiency of his work.

The average level of development of psychological installations presupposes the presence in assessments of the average indicators of the ability for self-development, the average motivation for achieving success, and an increased level of motivation for avoiding failures, empathy for children and reflection. Such a teacher is able to carry out activities at a fairly high professional level, however, it is difficult to implement self-development and objectively evaluate the results of students.

The low level of development of psychological installations is characterized by low parameters of the elements revealed in the model. A very low level of development of psychological installations implies the underdevelopment of none of the above model components. Such a person does not have the ability to teaching.

Results

The study presented in this article includes the results of a survey to determine the formation of psychological installations among future teachers of physical culture and sports. The base of the surveyed includes students of 1-4 courses of the Federal state budgetary educational institution of higher education "Ural State Pedagogical University" in the direction of preparation "Pedagogical education", the profile "Physical Culture". To determine the level of formation of these components, students were offered tests, the analysis of the results of which allowed to establish differentiated levels of psychological installations.

The results obtained regarding the installation of self-development are shown in Figure 6.

Figure 6. The results of assessing the readiness for self-development of students in the process of training at high school, % of respondents

As can be seen in the figure in the first year, a high level of self-development is typical for 24% of students, in the second year - 30%, and in the third - 14%. The deterioration of the results is due to the growth of the subgroup of students showing an average level of attitudes towards self-development. It should be noted that by the time of graduation from the university the level of this installation is increasing. That is connected with the imminent beginning of the professional activity of students. In the first and last grades, the readiness for self-development is almost equal, at the same time, in the third year, the indicator drops sharply, what indicates the need for a purposeful formation of the students installations.

Next, we consider the results of the formed motivation to achieve success, Table 1.

Table 1. Students development indicators of motivation to achieve success, % of respondents

Grades (number of respondents)	Motivation levels to achieve success		
	Low level	Average level	High level
1(n=22)	14	51	35
2(n=24)	7	57	36
3(n=27)	5	67	28
4(n=23)	10	41	49

As can be seen from the table, a high level of motivation to achieve success is seen in 35% of first-year students, in 36% of second-year students, decreases slightly in the third year to 28% and reaches a maximum in the fourth year - 49%. Such dynamics is due to periods of pedagogical practice in the schools of the city. In the process of practice, students face difficulties in communicating with children, lack of knowledge and experience, which leads to an increase in the motivation to achieve success. A high indicator of motivation for success in the last year of study is associated with the desire to be professionally realized in the profession gained.

Further, in Table 2, we consider the results of the evaluation of the motivation for avoiding failures.

Table 2. Students development indicators of motivation to avoid failures, % of respondents

Grades (number of respondents)	Motivation levels to avoid failures		
	Low level	Average level	High level
1(n=22)	14	56	30
2(n=24)	21	46	33
3(n=27)	24	40	36
4(n=23)	25	43	32

The table shows that the prevailing result is the average level of failure avoidance for students of all courses. This result is quite positive, since this level is optimal for future teachers. Students with a low level of this installation will not be ready to deal with difficulties, and with a high level they will strive to avoid responsibility and abandon the decision-making situation. The analysis of indicators of a low level of motivation to avoid failures allows us to state that by the fourth grade this indicator is increasing.

Further, in table 3, we present the indicators of the reflection development.

Table 3. Students development indicators of reflection, % of respondents

Grades (number of respondents)	Уровни развития рефлексии			
	Low level	Average level	High level	Advanced level
1(n=22)	10	13	32	45
2(n=24)	10	18	45	23
3(n=27)	11	18	40	31
4(n=23)	8	20	37	35

Analysis of the test results shows that the presence of this psychological setting prevails at high and advanced levels, and this parameter is gradually redistributed towards higher values towards senior grades. Perhaps this dynamic is due to the presence in the third year of study of psychological disciplines aimed at the formation of reflexive abilities. This situation has a rather positive effect on the professional qualities of the future teachers of physical culture and sports.

Next, let's consider the level of empathy formation for children, Figure 7.

Figure 7. Students development indicators of empathy for children, % of respondents

An analysis of the survey results showed that the level of empathy for children initially high enough in the first year of study decreases by the time of graduation from the university. The number of students with an average level of empathy is gradually replaced by high level grades. Most likely, this process is associated with the passage of the pedagogical practice by students in the third year, as a result of which a polarization of students' opinions occurred.

Interesting is the presence of low values of empathy in the first and last grades of training. This indicates a constant number of students with a low focus on teaching.

As a result of the generalization of the estimates obtained above, we give the level of the integrated psychological installation of students, Figure 8

Figure 8. Students development indicators of psychological installations, % of respondents

Analysis of the results allows us to conclude about the stability of the psychological installations of the students throughout the entire period of study. The greatest impact on the change of students' ideas about their future profession is given by the pedagogical practice conducted in the third and fourth grades, respectively, we see the negative dynamics of the installation in the third year. A positive observation is the absence of identified students with a cardinal low level of psychological installation towards teaching, at the same time a significant proportion of students - 24% do not have any patterns for teaching by the graduation of the university. This especially affects the parameters of self-development of students, whose low value for release is 26%. As a recommendation, we can offer a curriculum modification with the inclusion of classes that stimulate the creative focus of students.

Conclusions

The training of physical culture and sports teachers requires a comprehensive education that forms the necessary psychological installations: readiness for self-development, reflection, the motivation for achieving success, the motivation for avoiding failures and empathy for children. This process largely depends on the value level of students whose change is quite difficult to implement. The study proved the substantial stability of students' psychological installations, whose estimated parameters have not changed significantly since the first year. Accordingly, it is necessary to assess the value orientations of applicants for admission to the university, because being in close relationship with the psychological installations, the value orientation is the basis of the student's professional and pedagogical orientation.

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