



Features of the needs and motivational sphere of the personality of future specialists in physical culture and sports

Oksana Marchenko*

Doctor of Physical Education and Sport, Professor
National University of Ukraine on Physical Education and Sport
03150, 1 Fizkultura Str., Kyiv, Ukraine
<https://orcid.org/0000-0002-2902-5960>

Oleksandr Moskalenko

Postgraduate Student
National University of Ukraine on Physical Education and Sport
03150, 1 Fizkultura Str., Kyiv, Ukraine
Director
Ivan Piddubnyi Professional Olympic College
of National University of Ukraine on Physical Education and Sport
02156, 4 Mykola Mateiuk Str., Kyiv, Ukraine
<https://orcid.org/0009-0008-3020-8909>

Abstract. Analysing and understanding the motivation that encourages students to choose physical culture and sports as their main field of activity is a topical issue that plays an important role in developing effective strategies to support students focused on their personal and professional needs and ambitions. The aim of the study was to investigate the peculiarities of the needs and motivational sphere of students of a professional college who intend to become specialists in the field of physical culture and sports. The sociological method of surveying was used to study students' motivations. The results of the questionnaire indicate the predominance of intrinsic motivation among students, which can be a key factor in achieving high performance. The desire "to surpass oneself" was identified as one of the main components of this motivation, indicating the internal dynamics and self-growth of students in their sporting efforts. It has been found that the influence and personal example of parents, coaches' invitations, the prestige of sports, and attending sports events are the main factors influencing students' decisions to engage in sports. Studying the needs and motivational sphere of future specialists in the field of physical culture and sports, the goal that motivates students to engage in sports was determined: the dominant motive is to achieve success in the chosen sport. The most significant motivations for students are the motive to become champions of Ukraine, Europe, the world, a desire to obtain the title of master of sports, and a desire to participate in sports competitions. Students of the sports college consider the main priorities to be securing their future, achieving recognition and respect, and having the desire to have a job they like. The survey results also showed a low level of awareness of a healthy lifestyle among the respondents, which highlights the need for additional measures to raise their awareness. For athletes, this concept mainly includes various aspects of physical fitness. Applying the findings in practice can significantly improve interaction with students, which will contribute to their active development and achievement of personal and professional goals

Keywords: students; physical activity; training; health; objectives; recognition; self-improvement

Introduction

In the context of modern challenges, such as socio-political, socio-cultural, pandemic, and others, one of the key trends of the educational paradigm is the training of specialists of

the new generation. Such specialists must have sufficient intellectual resources and knowledge to successfully navigate any situation during the entire active period of their

Suggested Citation: Marchenko, O., & Moskalenko, O. (2024). Features of the needs and motivational sphere of the personality of future specialists in physical culture and sports. *Theory and Practice of Physical Culture and Sports*, 3(1), 27-34. doi: 10.69587/tppcs/1.2024.27

*Corresponding author



Copyright © The Author(s). This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (<https://creativecommons.org/licenses/by/4.0/>)

lives. This is due to the social demand to find effective ways and means of solving the problem of preserving the health of children and youth. Thanks to the development of the latest technologies and changes in methods and approaches to work, the requirements for specialists are becoming more diverse and complex. Among the main challenges that have a direct impact on the quality of training of specialists in the field of physical culture and sports, it is possible to identify a contradiction between the knowledge, abilities, and skills of students in sports activities and the need for personal development of their needs and motivational sphere in order to form their motivation for future professional activities.

The problem of a low level of motivation among students to study and further professional activity in the field of physical culture and sports can affect the quality of training for future specialists. To overcome this problem, a balanced combination of theoretical and practical aspects is necessary, as is the development of personal qualities in students, which will significantly increase the level of motivation and readiness of graduates for professional activities in the field of physical culture and sports, as written by A. Hakman *et al.* (2021). The problem of motivation, including educational and professional, has attracted the attention of researchers for a long time, both in Ukraine and in other countries. Investigating the structural features of the formation of motivation for sports among students, O. Khurtenko & B. Bortun (2019) determined that students with a high level of success in sports show specific motivational features, such as achieving success in sports, achieving high results, and team integration, which is determined by the formation of character and strengthens both physical and moral endurance during constant training. Among the main motives of students are the motive of increasing prestige in sports, the social and moral motive, and the motive of communication. The theoretical analysis of the basic concepts of research on the professional training of future specialists in physical culture allows us to come to the conclusion that a specialist in this field must be a person capable of performing pedagogical, psychological, legal, research, and medical activities. Professional training should be a complete system of activities, methods, and techniques; be built taking into account the personal qualities of a specialist; and have a clearly defined structure and specificity.

Scientists, psychologists, and philosophers have different views on the nature of human motivation. Some sources highlight motivation as an internal psychological state that drives a person to certain actions or achievements. According to O. Marchenko (2018), external and internal factors play one of the determining roles in the formation of motivation for motor activity. Intrinsic motives can be related to personal goals, values, and needs. Other sources see motivation as an external force that affects a person from the outside and causes a reaction in the form of actions. O. Khurtenko & B. Bortun (2019) indicate that extrinsic motives can be related to rewards, punishments, social norms, or the expectations of other people. N. Moskalenko *et al.* (2018) indicate the need to create a system of physical culture and health work to solve the problem of increasing the volume of motor activity. This system involves interaction between the family and the

educational institution, ensuring the effective cooperation of participants in the educational process, including distance education. N. Huretska (2023) also notes that distance learning, together with forms of motivation that are interesting for students, can be effective. Various factors, such as the perceived needs and interests of a person, attitudes and ideals, beliefs and outlook, as well as feelings and thoughts, act as motives for achieving this goal. In this regard, it is important to take into account not only the main aspirations in human behaviour and activity but also to apply the characteristics of the individual, which shape their position in life and determine their attitude towards various aspects of reality. This approach allows for a more comprehensive consideration of motivation and influencing it, ensuring the effective implementation of programmes of physical culture and health work in various conditions, including distance learning.

Various motivations act as motives: perceived needs and interests of a person; attitudes and ideals; beliefs and outlook; feelings and thoughts. Therefore, in behaviour and activity, one should determine not only the main aspirations but also apply those features of the individual that determine their position in life and an attitude to various aspects of reality. However, modern specialists, as noted by O. Gretskeyi (2019), adhere to a combined view of motivation, according to which motivation is not the result of only such individual characteristics as personality characteristics and needs or goals, or only such situational factors as the style of the trainer or the teacher. V. Oliynyk (2018) claims that despite the fact that internal motives are based on satisfaction with the process and immediate results of activity, external motives, which include the professional motive (the desire to perfectly master the future profession, to become a high-class specialist), also play an important stimulating role.

In modern conditions, it is possible to identify a problem related to the need in Ukraine for highly qualified specialists in the field of physical culture and sports who are able to compete in the market for educational services. The target direction for solving this problem is the formation of personnel who will show a desire to actively update and improve the content of their professional activities through constant self-improvement and self-development. However, there is no scientific research that studies the specific needs and motivational sphere of future physical culture and sports specialists. The purpose of the study was to study the specific needs and motivations of students at a professional college who are preparing to become specialists in the field of physical culture and sports.

Materials and Methods

The following scientific methods were used during the research: theoretical, sociological, psychological, and mathematical statistical methods. In order to study the internal and external factors that influence the formation of the needs and motivational sphere of future physical culture and sports specialists, a sociological and psychological survey method was used, namely, its variant: conducting a written questionnaire. The results of the study are based on the materials of this questionnaire and the testing of education seekers in the separate structural subdivision Ivan Piddubnyi Olympic Professional College of the National

University on Physical Education and Sports of Ukraine with a total of 68 young men ($N = 68$). All respondents systematically play the following sports: athletics, volleyball, wrestling, athletic gymnastics, cycling, synchronised swimming, fencing, and judo. Scientific research was carried out in accordance with the ethical standards approved by the responsible human rights committee (Declaration of Helsinki, 2013). Consent to participate in the study was obtained from all respondents, and they were provided with information about the purpose of the study and the use of their personal data.

The survey was conducted using a Google Forms. The original version of the questionnaire consists of 16 questions. The questions related to determining the interests and motivations of student youth in the field of physical culture and sports and also explored their ideas about a healthy lifestyle. Among the most important ones, on which the most significant results were obtained and which are presented in more detail later in the study, are questions such as: “Why did you decide to do sports?”; “Do you have a desire to change the sport?”; and “Define the concept of a healthy lifestyle”. When answering questions in the questionnaire, respondents had the opportunity to choose several options for answering the question. Students’ goals were studied using the “diagnostics of the degree of satisfaction of basic needs” method. Respondents were offered 15 statements that they should evaluate, comparing them in pairs. By counting the number of points scored for each statement, the five statements that received the highest number of points are selected. The answers were presented in points.

The statistical processing of the data was carried out with the help of the Statistica 10.0 mathematical statistics software package and Excel 2010. Analysis, synthesis, and comparison were used among the theoretical methods. The analysis was used for the analysis of literary sources, which was carried out in order to study the problem and determine the purpose of the research. For this, professional material was used, such as articles, methodical guides, etc., which were available on the Google Scholar platform. The synthesis was used to combine the received information, which is particularly important for the further formation of the correct questionnaire questions. The comparison method was used to compare the answers received from the respondents as well as in the process of writing a discussion of the research results. The graphical method was used to visually present the most significant results. The scope of the work corresponds to the plan for the preparation of children, adolescents, and young people for the Research Plan of the National University of Ukraine on Physical Education and Sport on topic 3.1 “Improving the system of pedagogical control of physical education in educational institutions” for 2021-2025.

Results

The motivational sphere of the individual is a complex of motives that determines and regulates the behaviour and activity of the individual. It moves a person to achieve their goals and satisfy their needs. Various motives arise and function in the motivational sphere of the individual, such as needs, goals, values, interests, desires, incentives, etc. They influence the choice of activity, instructions for its implementation, and its effectiveness. The motivational sphere of an individual can be positive or negative, it can stimulate the development and increase self-esteem, and it can also suppress and hinder the achievement of success. In the process of formation of the motivational sphere, an important role belongs to internal and external motives. Intrinsic motives are based on the needs, values, interests of the individual. Extrinsic motives are related to the environment, rewards, recognition (Oliynyk, 2018). In order to study the internal and external factors that have an impact on the specifics of the formation of the needs and motivational sphere of future physical culture and sports specialists, the following question was asked in the questionnaire: “Why did you decide to do sports?” (Table 1).

Table 1. The influence of factors on the formation of motivation for sports, $N = 68$

Answer option	Number of responses	%
An example of friends	4	5.9
Motivational videos from social networks	3	4.4
The prestige of sports	10	14.7
Attending sports events	10	14.7
Parents' request	6	8.8
An example of parents	18	26.5
Coach's invitation	16	23.5
Advice from a physical education teacher	1	1.5

Source: made by the authors

Based on the results of the survey, it was determined that both external and internal factors influence the respondents’ decision to start playing sports. The example of parents (26.5%) has the greatest influence on the decision to play sports. For 23.5% of respondents, the personality of the coach and his invitation to training were also significant factors that influenced the decision to engage in sports

activities. Attending sports events, the atmosphere of competitions, the desire to belong to the sports community, and the prestige of playing sports contributed to the formation of motives for playing sports for 14.7% of respondents. Studying the needs and motivations of future specialists in the field of physical culture and sports, a goal was determined that motivates respondents to engage in sports (Fig. 1).

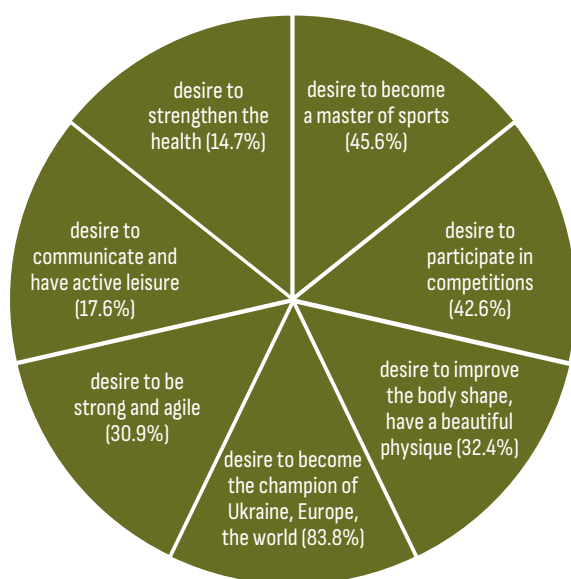


Figure 1. The purpose of sports, $N = 68$

Source: made by the authors

The motives chosen by the students are a necessary prerequisite for the self-affirmation of the athlete's personality and the achievement of the goal. According to the results, it was determined that the motive for achieving success in the chosen sport is dominant among the majority of respondents. For them, the following motives are most significant: "desire to become the champion of Ukraine, Europe, the world" (83.8%), "desire to become a master of sports" (45.6%), and "desire to participate in competitions" (42.6%). The motive to improve the physique (32.4%) and the motive to become strong and agile (30.9%) are still important for future specialists in the field of physical culture and sports. The social motive of communication does not have value for respondents (17.6%), which indicates a lack of desire to use training to communicate with friends. For communication and active leisure time, students choose free time from training and classes at the college. The motive of improving health turned out to be less significant for the respondents (14.7%). Investigating the motives of athletes regarding the choice of a sport, it was established that young men had a desire to engage in the particular sport since childhood (83.8%), which became a determining factor in the duration of sports activities. Other answers have a much lower percentage. To the question, "Do you have a desire to change your sport?" the vast majority of students (81%) answered negatively. This indicates a high level of motivation for playing sports among the students studied. Among the athletes, there were also those who had a desire to try themselves in another sport (16.2%).

Physical culture and sports are not just physical activities but also socio-cultural phenomena that contribute to the formation of personality. The formation of the subject of professional activity involves the development of such qualities as independence, critical thinking, and analytical skills in future specialists. This is necessary because the organisation of physical activity is a complex process that requires competence and skills to take into account the needs and specifics of different groups of people. A

high level of formation of the value of "health" is necessary in the context of the professional activity of a specialist in physical culture and sports. A future specialist should be an example for others, encourage a healthy lifestyle, independently engage in physical activity, strive to increase his physical and moral potential, and engage in another type of sports activity. With the growing focus on healthy lifestyles and physical health, it is possible that students prefer occupations related to physical activity and sports. A change in awareness about the importance of health can be a significant factor in choosing this field. In this regard, respondents' perceptions of a healthy lifestyle were investigated.

According to the results of the study, it was determined that 47% of respondents believe that a list of certain measures aimed at preserving health is a healthy way of life for a person. The second most important answer concerns the individual system of human behaviour aimed at preserving and strengthening health (33.8%). That is, regardless of the fact that students are engaged in sports for a long time and, after graduating from college, will receive a specialty in the field of physical culture and sports, only 33.8% gave an adequate definition of a healthy lifestyle of a person and physical and moral potential of themselves in another type of sports activity. Athletes believe that a healthy lifestyle comes down mostly to physical development and maintaining fitness. They often focus on training, using a special diet, and following a sleep and rest schedule to maintain their fitness. Forming a healthy lifestyle requires a conscious approach and an understanding of all its aspects. Athletes should be aware of the importance of not only physical training but also a balanced diet, good emotional stability, establishing healthy relationships with people around them, and paying due attention to their psychological state. It is important that athletes learn and understand that health is more than just physical development and physical perfection. This means that they must be aware of and practice various aspects of a healthy lifestyle and their physical and moral potential in another type of sports activity (EU youth strategy, n.d.).

Motivation for sports and professional activities can be different for each person. It is usually based on a combination of biological, social, and personal factors. Biological factors include physical abilities and natural predispositions to an active lifestyle. For example, some people may be more prone to athletic achievements because of their physical constitution or genetic characteristics. Social factors include the social context in which a person lives. For example, the influence of parents, coaches, peers, and other people can be important for the formation of motivation for sports and physical activity. Personal factors include a person's internal motives and needs. For example, some individuals may be highly motivated to achieve great athletic achievements, improve their physical health, or find personal satisfaction in athletic activities. The basis of the motivational sphere of the individual is formed by needs – dynamic and active states of the individual that express his dependence on specific conditions of existence and generate activities aimed at removing this dependence (Krutsevych, 2012). For a better understanding of the needs and motivational sphere of students of a professional college, it is important to investigate their needs and target attitudes towards themselves in another type of sports activity (Table 2).

Table 2. Rating of general needs of students, $N = 68$

No.	Needs	Sum of points	Rating
1	To achieve recognition and respect among people	107	2
2	To have good relations with others	63	6
3	To be financially independent	125	1
4	To be able to provide for yourself in the future	43	9
5	To be able to share your thoughts and feelings with others	41	10
6	To establish the position	70	5
7	To achieve success and self-realisation	58	7
8	To have sufficient resources, goods, and opportunities	56	8
9	To engage in self-improvement and acquire new knowledge and skills	71	4
10	To learn how to resolve conflicts effectively	27	11
11	To go to the new and unknown	21	13
12	To secure a financial future	26	12
13	To be able to dress beautifully and stylishly	9	14
14	To have a favourite job	74	3
15	To be effective in communication and reduce the risk of misunderstandings	10	15

Source: created by the authors

The analysis of the rating of the general needs of sports college students allows to put the need to be financially independent (125 points), in second place is the need to achieve recognition and respect among people (107 points), and in third place is the need to have a favourite job (74 points). The need to engage in self-improvement and acquire new knowledge and skills (71 points) and the need to establish the position (70 points) also turned out to be significant for students. Such a choice may be related to the desire to achieve success in sports. Next in the rating are the needs for good relationships and friendly relations (63 points) and the needs for the development of one's abilities (58 points), which indicates the desire to increase the level of mastery and competence by doing work that requires full dedication. On the other hand, the need to provide material comfort is not a priority for students; that is, it is no longer about earning a living, because for them it turned out to be irrelevant, but it is about higher material support, which is highlighted in the priority need to "provide for one's future".

Considering that success in the field of physical culture and sports is determined not only by physical abilities but also by internal beliefs and values, it can be concluded that the formation of motivation for sports is a complex and multifaceted process. A valuable attitude towards sports activities not only stimulates the achievement of results but also forms internal motivation, which is an important factor for professional mobility. It should be noted that values and motivation are not limited to the field of sports. They are transferable to other areas of life, being used in professional activities and personal development.

Discussion

As a result of the study of the needs and motivational sphere of future specialists in physical culture and sports, it was determined that their needs, motives, and interests are more aimed at achieving high sports results, cooperation with coaches and the team, improving fitness, and developing sports skills and abilities than to maintain and improve health and mental and emotional well-being. The topic of

the scientific research conducted by the authors has already attracted the attention of other scientists, and its results testify to the diversity of conclusions on this issue. In the work of professors V. Voronova & I. Smoliar (2020), regarding the structure of the motivational sphere of young basketball players, it was found that the motivational priorities of athletes are significantly determined by various factors. Particularly important are the athlete's success in activities, the degree of satisfaction with the educational and training process, and the psychological climate on the team.

Studying the issue of training specialists in the field of physical culture and sports, scientists emphasise the importance of practical experience, its interaction with theoretical knowledge, and taking into account the individual characteristics of future specialists in the field of education. The topic of motivation, which plays a key role in the formation of high-quality educational training and professional development in the field of physical culture and sports, is also actively studied; this issue was addressed by L. Borisovich & I. Zhukova (2020). The results of the experiment coincide with the scientific conclusions of I. Samokhvalova *et al.* (2020), who in their survey investigated the attitude of female university students towards physical culture and sports, as well as their health values. According to the results of the study, young people take into account their sports achievements, which determine their motivation, and sports can be an important indicator for maintaining interest in sports and future professional activities in the field of physical culture and sports.

The study of adolescent motivation in sports activities should include the analysis of various aspects, such as personal goals, perceptions of success and failure, team atmosphere, and interactions with coaches and other participants. This will help create more effective strategies for the formation of motivation in the sports environment, promoting further involvement in professional activities in the field of physical culture and sports. It also indicates the need to integrate psychological and social aspects into training and development programmes for teenagers in sports. Ensuring a positive psychological climate, supporting

personal growth, and taking into account individual characteristics can become key elements of successful work with young people in the sports field (Anshel *et al.*, 2019).

Ukrainian scientist N. Denisenko (2021) dealt with the problem of forming the professional mobility of future physical education teachers. It determined the level of professional mobility of future specialists in the field of physical culture and sports. The main indicators of the motivational criterion in the research were the level of formation of a valuable attitude towards pedagogical activity and the need to achieve success. This aspect is also an essential element of this study. Items such as “to achieve recognition and respect among people” and “to have good relations with others”, which took second and sixth place in the ranking of general needs of students, are correlated with the results of R.L. White *et al.* (2021), who in their study came to the conclusion that good relations with others, in particular peers, and authority among people are significant motivating factors for students of physical education.

O. Soltyk (2019) conducted an analysis of the structure of professional reliability for future physical education teachers, focusing on personal motivational and activity components. This aspect, as noted in his research, also becomes a key element of the presented research. The identified main motives, such as improving health, developing physical qualities, improving body shape, and achieving high sports results, emphasise the importance of this information in the context of the author's scientific efforts. The authors of the conducted research believe that this is important for future specialists in the field of physical culture and sports, as it is related to their professional orientation. According to the results of research by M. Shepelova (2022), a hierarchy of system-forming factors for students' needs was built. These needs are actualised when students find themselves in conditions of uncertainty. It was found that young people with a pronounced need for achievement demonstrate significant success in both the academic and creative spheres. This finding underscores the importance of considering motivational priorities, particularly the need for achievement, when studying young people's motivation for professional activity and achievement in various areas of their lives. At the same time, there is the opinion of O. Marchenko (2019) that the way of life of a person is based on a deeply individualised relationship between the objective position of the individual in society and his inner world.

R.M. Ryan & E.L. Deci (2018; 2020) worked on self-determination theory and research on the role of motivation in sport. Their research focuses on the concept of “need for achievement” and other aspects of motivation in a sports context. Scientists recognise the importance of internal motivation, which is based on self-determination and personal internal recognition of values and goals. This study also notes the importance of autonomous motivation, where a person feels in control and internally recognises their goals. The authors of the current study agree with the authors of the self-determination theory that intrinsic motivation and autonomous extrinsic motivation are associated with positive results in studies and sports. Research findings also point to the importance of supporting basic psychological needs such as autonomy, competence, and relatedness. Instead, the theory of R.M. Ryan & E.L. Deci (2018; 2020) applies

more generally to various aspects of life, including work, education, sports, etc. The same study specifically focuses only on the motivation of teenagers in sports and its influence on the formation of needs and motivational sphere.

M.D. Fry & E.W.G. Moore (2019) research uses achievement goal theory, the concept of caring, and self-determination theory, particularly in the context of the motivational climate created by coaches, athletes, and parents. Scientists indicate the need for the development of science-based training programmes for coaches in order to optimise the emotional and performance experiences of athletes. Instead, the results of the author's research highlight the importance of the triad of coaches, parents, and athletes and emphasise the need for training for all parties to maximise athletic and personal growth. The authors of the study believe that it is important to take into account the integration of psychological and social aspects in training programmes and the development of adolescents in sports. Research results indicate the need for a positive psychological climate, support for personal growth, and consideration of individual characteristics for successful work with young people in the sports field. Research by scientists also indicates the importance of a valuable attitude towards pedagogical activity and the need to achieve success as key components of the professional mobility of participants in the field of physical culture and sports. Such conclusions help to improve specialist training programmes and a pedagogical approach to the formation of motivation in a sports environment.

Thus, the need for achievements manifests itself as a tendency to improve results and achieve success in professional activities, not limited exclusively to the sports field. The formation of motives for sports is inextricably linked to the establishment of a specific sports achievement, and the very process of achieving a result becomes for the athlete an increase in self-esteem, a confirmation of the implementation of the task, and at the same time a source of motivation for further success. Therefore, in the future, it is important to continue to develop and improve training programmes for specialists in the field of physical culture and sports in order to provide future specialists not only with technical skills, but also with value orientations that will contribute to their success and higher achievements in professional activity and personal life.

Conclusions

The results of the study made it possible to determine that the motivation of teenagers in sports is the result of the interaction of numerous factors, such as individual achievements, satisfaction with the learning process, and the social context. It was determined that the formation of the needs and motivational sphere of future physical culture and sports specialists is influenced by external conditions created by the professional environment of students and internal conditions determined by their potential. Living conditions, learning conditions in an educational institution, mode and type of physical activity, sports, which affect the formation of needs, motives, interests, orientation, level of achievements, goals, etc. A high level of sports motivation indicates the direction of the athlete's personality and is a component of the process of personal and professional growth, which plays an important role in achieving sports

results. The main factors that influence the decision to play sports are the authority and personal example of parents, the invitation of a coach, the prestige of playing sports, and attending sports events.

Studies have shown that for athletes, a healthy lifestyle reflects their overall health, which includes physical strength, endurance, speed, flexibility, and other aspects of physical fitness. Not all respondents understand the concept of a “healthy lifestyle”. Only a few of them correctly understand this concept and show their concern for health by using different methods. For athletes, ideal physical condition and a high level of physical training are important factors in achieving success in sports. Therefore, they care about their health and work to maintain and improve it

through exercise, proper nutrition, rest, and other healthy habits. The analysis of the rating of the general needs of sports college students identified the following priority needs: the need to secure one’s future, the need to achieve recognition and respect, and the need to engage in work that requires dedication. Further research will be directed in the direction of studying the self-assessment of the physical development of students at a professional college.

Acknowledgements

None.

Conflict of Interest

None.

References

- [1] Anshel, M.H., Petrie, T.A., & Steinfeldt, J.A. (Eds.). (2019). *APA handbook of sport and exercise psychology: Sport psychology*. Washington: American Psychological Association. doi: 10.1037/0000123-000.
- [2] Borisevich, L., & Zhukova, I. (2020). Factors influencing the process of training specialists in the field of physical culture and sports. In *Conceptual ways of development of modern science: Collection of scientific papers “ΛΟΓΟΣ” with international scientific and practical conference materials* (pp. 119-121). Bucharest: European Science Platform. doi: 10.36074/20.11.2020.v5.38.
- [3] Declaration of Helsinki. (2013). Retrieved from <https://www.wma.net/policies-post/wma-declaration-of-helsinki-ethical-principles-for-medical-research-involving-human-subjects/>.
- [4] Denisenko, N. (2021). *Theoretical and methodological bases of formation of professional mobility of future physical education teachers*. (Doctoral dissertation, Drahomanov Ukrainian State University, Kyiv, Ukraine).
- [5] EU youth strategy. Health & well-being. (n.d.). Retrieved from https://youth.europa.eu/strategy/health-wellbeing_en.
- [6] Fry, M.D., & Moore, E.W.G. (2019). Motivation in sport: Theory and application. In M.H. Anshel, T.A. Petrie & J.A. Steinfeldt (Eds.), *APA handbook of sport and exercise psychology: Sport psychology* (pp. 273-299). Washington: American Psychological Association. doi: 10.1037/0000123-015.
- [7] Gretskeyi, O. (2019). *Formation of motivation for sports activity at the initial stage of training*. (Doctoral dissertation, Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk, Ukraine).
- [8] Hakman, A., Andrieieva, O., Kashuba, V., Bezverkhnia, H., Tsybulska, V., Maievskyi, M., Osadchenko, T., Semenov, A., Kljus, O., Tsiuniak, O., Nikula, N., & Tomenko, O. (2021). Factors of future teachers’ motivation formation for physical improvement. *Baltic Journal of Health and Physical Activity*, 13(7), 33-42. doi: 10.29359/BJHPA.2021.Suppl.2.04.
- [9] Huretska, N. (2023). Modern challenges and prospects for the development of remote education: A systematic review of the literature. *Scientific Bulletin of Mukachevo State University. Series “Pedagogy and Psychology”*, 9(4), 107-115. doi: 10.52534/msu-pp4.2023.107.
- [10] Khurtenko, O., & Bortun, B. (2019). *Structural features of the formation of motivation for sports classes of students. Theory and Practice of Modern Psychology*, 2(1), 119-123.
- [11] Krutsevych, T. (2012). *Theory and methods of physical education* (Vol. 2). Kyiv: Olympic Literature.
- [12] Marchenko, O. (2018). Characteristic differences in the choice of factors of a healthy lifestyle as components of the individual physical culture of modern schoolchildren. *Slobozhansky Herald of Science and Sport*, 6(68), 10-15. doi: 10.15391/sns.v.2018-6.002.
- [13] Marchenko, O. (2019). *Theoretical and methodological foundations of the gender approach to the formation of the axiological significance of physical culture of schoolchildren*. (Doctoral dissertation, National University of Ukraine on Physical Education and Sport, Kyiv, Ukraine).
- [14] Moskalenko, N., Reshetylova, V., & Mikhailenko, Y. (2018). *Modern approaches to increasing the motor activity of school-age children*. *Sports Bulletin of the Dnieper Region*, 1, 203-208.
- [15] Oliynyk, V. (2018). Features of the formation of professional motivation in future practical psychologists. *Science and Education a New Dimension. Pedagogy and Psychology*, 6(63(153)), 76-80. doi: 10.31174/SEND-PP2018-153VI63-17.
- [16] Ryan, R.M., & Deci, E.L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, article number 101860. doi: 10.1016/j.cedpsych.2020.101860.
- [17] Ryan, R.M., & Deci, E.L. (2018). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. New York: Guilford Publications. doi: 10.1521/978.14625/28806.
- [18] Samokhvalova, I., Rybalko, P., & Morhunov, O. (2020). Physical activity and motivation for physical education classes of female students of higher education institutions. *Pedagogical Sciences: Theory, History, Innovative Technologies*, 10(104), 235-244. doi: 10.24139/2312-5993/2020.10/235-244.
- [19] Shepelova, M. (2022). The classification of students’ needs in uncertain conditions. *Scientific Notes of Taurida National V.I. Vernadsky University. Series: Psychology*, 33(72), 65-69. doi: 10.32782/2709-3093/2022.4/12.

- [20] Soltyk, O. (2019). *Theoretical and methodological bases of formation of professional reliability of future teachers of physical education*. (Doctoral dissertation, Khmelnytskyi National University, Khmelnytskyi, Ukraine).
- [21] Voronova, V., & Smoliar, I. (2020). Peculiarities of motivation for sports of young athletes (on the example of basketball). *Theory and Methods of Physical Education and Sports*, 1, 110-116. doi: 10.32652/tmfvs.2020.1.110-116.
- [22] White, R.L., Bennie, A., Vasconcellos, D., Cinelli, R., Hilland, T., Owen, K.B., & Lonsdale, C. (2021). Self-determination theory in physical education: A systematic review of qualitative studies. *Teaching and Teacher Education*, 99, article number 103247. doi: 10.1016/j.tate.2020.103247.

Особливості потребо-мотиваційної сфери особистості майбутніх фахівців фізичної культури і спорту

Оксана Марченко

Доктор наук з фізичного виховання і спорту, професор
Національний університет фізичного виховання і спорту України
03150, вул. Фізкультури, 1, м. Київ, Україна
<https://orcid.org/0000-0002-2902-5960>

Олександр Москаленко

Аспірант
Національний університет фізичного виховання і спорту України
03150, вул. Фізкультури, 1, м. Київ, Україна
Директор
Олімпійський фаховий коледж імені Івана Піддубного
Національного університету фізичного виховання і спорту України
02156, вул. Миколи Матеюка, 4, м. Київ, Україна
<https://orcid.org/0009-0008-3020-8909>

Анотація. Аналіз та розуміння мотивації, яка спонукає студентів обирати фізичну культуру й спорт як основну сферу діяльності, є актуальним питанням, що відіграє важливу роль у розробці ефективних стратегій підтримки студентів, орієнтованих на їхні особисті та професійні потреби та амбіції. Метою було дослідження особливостей потребо-мотиваційної сфери студентів профільного коледжу, які мають намір стати фахівцями у сфері фізичної культури і спорту. Застосовано соціологічний метод анкетування для дослідження мотивації студентів. Результати анкетування свідчать про перевагу внутрішньої мотивації серед студентів, яка може бути ключовим фактором досягнення високих результатів. Бажання «перемогти себе» виявлено як одну з основних складових цієї мотивації, що вказує на внутрішню динаміку та самозростання студентів у їхніх спортивних зусиллях. Встановлено, що авторитет та особистий приклад батьків, запрошення тренера, престижність занять спортом та відвідування спортивних заходів є основними факторами, що впливають на рішення студентів займатися спортом. Вивчаючи потребо-мотиваційну сферу майбутніх фахівців сфери фізичної культури і спорту, визначено мету, яка спонукає студентів до занять спортом: домінантним є мотив досягнення успіху в обраному виді спорту. Найбільш значущими мотивами для студентів є мотив стати чемпіоном України, Європи, світу, прагнення отримати звання майстра спорту та бажання брати участь у спортивних змаганнях. Студенти спортивного коледжу вважають основними пріоритетами забезпечення свого майбутнього, досягнення визнання та поваги, а також бажання мати улюблену роботу. Результати дослідження також показали низький рівень освіченості респондентів стосовно здорового способу життя, що висвітлює необхідність додаткових заходів для підвищення рівня освіченості. Для спортсменів це поняття включає здебільшого різні аспекти фізичної підготовки. Застосування отриманих результатів на практиці може значно покращити взаємодію зі студентами, що сприятиме їхньому активному розвитку та досягненню особистих і професійних цілей

Ключові слова: студенти; фізична активність; тренування; здоров'я; цілі; визнання; самовдосконалення