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**TARGETED MOTIVATION OF THE FUTURE TEACHERS FOR
FORMING HEALTH-SAVING COMPETENCE OF PRESCHOOLERS
BY MEANS OF ACTIVITY**

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***Abstract:** In the article the essence of the definitions of "motive" and "motivation" has been analyzed; types, structural elements of motivation have been highlighted. The significance and stages of targeted motivation of the future teachers of preschool education institutions for forming health-saving competence of preschoolers by means of game activity have been revealed. The factors of influence of the teacher of higher education institution on the formation of the indicated motivation have been determined.*

***Key words:** motive, motivation, future teachers, preschoolers' health-saving competence, game activity.*

INTRODUCTION

The social order, put forward by the modern society to higher school in specialist's training, is manifested in the need for the formation of conscious personal motives that can guide the personality to defining the educational goals of his/her own activities and formation of internal motivation for the future sphere of professional activity. World pedagogical experience testifies that modern educational system is aimed at the education of a healthy person, who cares about his own health and health of others, seeks to lead a healthy lifestyle and form it in the younger generation. The state standard of preschool education

in Ukraine directs modern teachers of preschool education at such search for means, methods, and techniques of influence on pupils, which will help not only to provide health-saving information to children, but to teach them to use it consciously in everyday life. Taking into account the fact that in preschool age the game is a leading activity of children and a decisive factor in development, it can be considered the optimum means of forming health-saving competence of preschool children, because through games takes place a primary attempt to realize what the child has learned.

The solution of this problem is possible when training of the pedagogical staff for work in the system of preschool education, which will be based on targeted motivation of students to form health-saving competence of preschoolers by means of game activity, is provided.

MATERIALS AND METHODS

Theoretical foundations of research were the works of the scientists: Yu. Babanskyi [2], V. Bondar [3], L. Viatkina [4], E. Iliin [9], H. Kruhliakova [11], S. Matviienko [13], R. Nemov [14], S. Petrenko [15], P. Jacobson [17], L. Yaremenko [18], in whose studies the problem of motivation of behavior and activity is one of the central ones. The validity of the obtained results is confirmed by the use of general-didactic methods: theoretical generalization and systematization, classification, abstraction, specification, comparison.

RESULTS

Relevance of targeted motivation of the future teachers for forming health-saving competence of preschoolers by means of game activity is determined by dependence of the high level of training of the future specialist not only on the acquisition of health-saving knowledge and skills, but also on professional motives. In the psycho-pedagogical studies of motives and

motivation the term "motivational sphere of the personality" is often encountered. In the result of consideration of a number of positions of well-known psychologists (L. Vyhotskyi, V. Davydov, O. Leontiev, I. Mechinskyi, S. Rubinstein) it has been found out that motivational sphere is the driving force of human behavior, which occupies the leading place in the structure of the individual. The initial theoretical positions of our scientific search require the study of the essence of the terms "motive" and "motivation". An analysis of reference and scientific sources has shown different interpretations of the concept of "motive". In particular, according to the Ukrainian pedagogical dictionary, "motive" is a driving reason for the person's actions (something that pushes for action). The basis of the of human activity motives is his/her diverse needs. As a result of awareness and experience of the primary (born) and the secondary (material and spiritual) needs in a person appear certain incentives for action, through which these needs are met" [5, p. 217]. According to Yu. Boichuk, "deep, strong, emotionally painted and meaningful motives will ensure the effectiveness of the educational processes, become the generator of creative self-improvement of the students" [1, p. 158]. As I. Zhadlenko notes that "full moral and ethical development and self-development of a person can become a reality only if the internal source is awakened. This is what ultimately serves as the motive of activity and defines the central vector of the personality" [7, p. 62]. As we see from the explanations, the motives are conditioned by the needs and encourage and stimulate for definite activity.

Concerning the term "motivation", in the studies of S. Petrenko we find its justification as "a concept used to explain the sequence of behavioral actions aimed at a specific goal, which may vary depending on the situation. The concept of "motivation" includes such moments as activation, guidance and implementation of purposeful human behavior" [15, p. 104]. Researcher P. Shavir interprets "motivation" as "a complex multi-level regulator of human life – his behavior, activities" [16]. A variant of positive motivation, an internal

driver of a person, an incentive that forces a person to carry out any act is considered an incentive. Scientists distinguish two types of motives: situational (what will be appreciated by others: moral incentives, material reward, punishment) and personal (what needs to be done by the person himself: personal and professional goals).

Thus, taking into account all the accents concerning the phenomena "motive" and "motivation", we agree with the opinion of O. Lytovchenko, who states that "the whole set of motives of behavior and activity is the basis for the motivation of the individual, which scientists consider as: a process that supports the mental human activity at a certain level at any given time" [12, p. 268].

In the studies [2; 3; 8] we find justification of the structural elements of motivation:

- needs as a mental state of the personality, through which regulation of behavior, orientation, controllability, thinking is realized;
- motives that determine the direction of the activity;
- guides that reflect the state of motivation. The set of directions generates an orientation that determines behavior of the individual.

In order to solve the problem which is the subject of our study, it is also worth considering types of motives. There is no consensus among researchers about their classification. In particular, psychologist P. Jacobson [17] introduced the following classification of motives:

- 1) "negative" caused by the awareness of the future teachers of certain inconveniences and troubles that may arise when they do not perform the task;
- 2) "positive": motives related to personal interest, that is, fulfillment of the tasks for personal well-being; motives, weighty for the personality by social aspirations (sense of duty); motives associated with satisfaction with the increase of one's own knowledge.

Scientist L. Yaremenko in the variety of educational motives distinguishes two large groups: cognitive (related to the content of educational

activities and the process of its implementation) and social (related to various social interactions of the student with other people) [18, p. 71]. S. Matviienko proposes a peculiar division of motives, emphasizing on "internal motives" (the student's inner attraction; the stimulus that forces certain actions) and "external motives" (encouragement, punishment, other types of stimulation) [13]. As a result of comparison of various scientific approaches to the classification of motives, we have determined that targeted motivation of training future teachers for the formation of health-saving competence of preschoolers by means of game activity is impossible without awareness of their own internal positive motives. Therefore, the search for ways of forming this motivation is considered by us as a complex innovative task of modern higher school. In our opinion, its decision will be facilitated by the substantiation and introduction of factors that: 1) will motivate the activity of the future teachers; 2) will help students to realize the importance of their own knowledge and abilities in the future professional activity.

In the context of our study motivation involves the use of factors that are related to the need of students to understand deeper and comprehend the essence, content, forms and methods of forming health-saving competence of preschoolers by means of game activity and their use in pedagogical practice. In this connection, there is a need to generate an interest in the future teachers in the game activity of preschoolers, the problems of health preservation, and to actualize students' health-saving consciousness (a change in their attitude towards their own health and health of others, an understanding of responsibility for their own health and health of their children; awareness of the degree of influence of the teacher's profession on the formation of the personality of a preschool child).

Relying on the study of a number of scientists [4; 6; 10; 11; 13; 14], we have generalized the factors of the influence of the teacher of a higher education institution on the formation of a positive targeted motivation:

- use by the teacher of methodological principle of organization of the educational process as a subject-subject interaction (position of a mutual participant in acquiring knowledge) [11, p. 54];

- "dialectical thinking" of the teacher (the ability to carry out heuristic information exchange) [10, p. 52–53];

- broad scientific outlook of the teacher [10, p. 41];

- availability of a complex of skills: gnostic, design, constructive, communicative, organizational [4, p. 92];

- use by the teacher of methods of stimulating active learning: formation of cognitive interest (cognitive games, educational discussions, analysis of life situations, creation of situations of success); methods of responsibility in education (beliefs; positive example; practical training to fulfill the requirements; condemnation); innovative methods (multimedia presentations, electronic multimedia editions, electronic tutorial, electronic encyclopedia) [13, p. 38];

- manifestation of the active-positive style of communication between the teacher and the students, which is characterized by an emotional-positive orientation of the teacher towards students (creation of a friendly atmosphere in the class) [6, p. 241];

- state of socio-psychological climate: satisfaction of the staff members with relationships, process of activity, leadership; mood that dominates; mutual understanding of students with teachers; cohesiveness, conscious discipline; productivity of educational activity [14].

In our opinion, the identified factors will positively influence upbringing of the future teachers' targeted motivation for the formation of health-saving competence of preschool children by means of game activity, as they will promote the activation of health-saving educational and cognitive activity, humanization of pedagogical interaction between teachers and students, stimulation of activity and development of reflection in students and teachers in

learning a healthy lifestyle; a combination of educational and upbringing effects aimed at health-saving activity of the future teacher.

An important step for our study is the stage model of the motivational process, developed by I. Iliin [9], which includes three stages. The essence of this model is presented at Fig. 1.

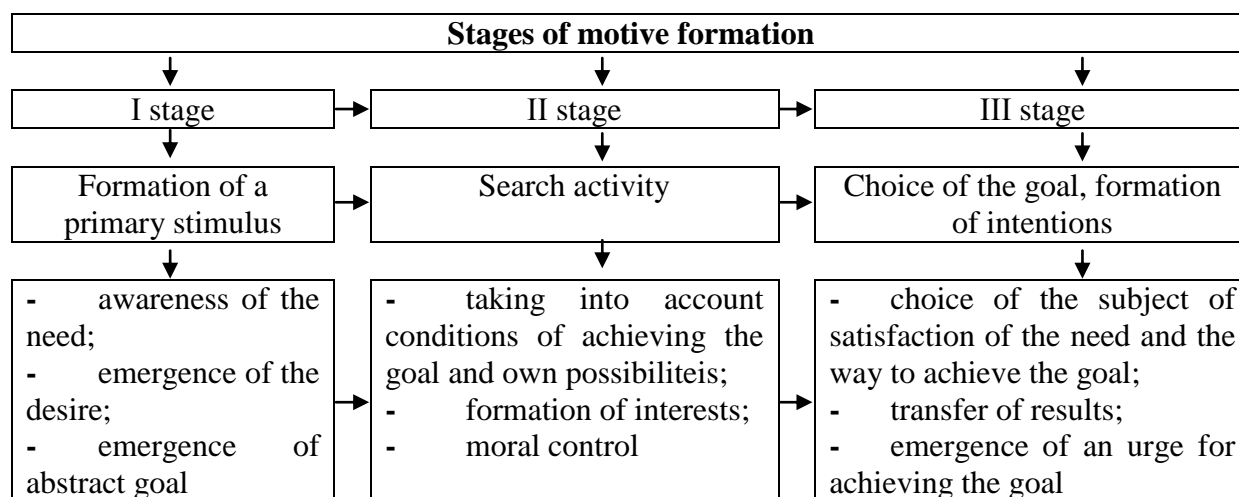


Fig. 1. The stage model of the motivational process (by I. Iliin)

Analyzing presented stage model of the motivational process, it can be argued that it is expedient to use it, reflecting the features of targeted motivation of training of the future teachers for the formation of health-saving competence of preschoolers by means of game activity. In particular, the task of the first stage consists in the formation by the teachers of target-oriented need and inducement to the cognitive-search health-saving activity of the future teachers. Students, gaining in the process of educational activity certain health-saving knowledge, are aware of the need for the successful fulfillment of their professional duties related to health preservation of children of preschool age. The urgency of the introduction of health-saving knowledge, skills and abilities of children in their daily lives contributes to the emergence of an abstract goal – formation of health-saving competence of preschoolers.

The essence of the second stage is to determine the subjective probability to succeed, associated with the search for a means to achieve the goal. The

search activity of the future teachers involves selection of specific means of satisfying needs. Taking into account the fact that play is a leading activity of children, an effective activator and intensifier of the educational process it can become a means of forming health-saving competence of preschool children.

The third stage aims at the choice of a specific goal and formation of the desire for its achievement, which is expressed in the conscious incentive of the future teachers to form health-saving competence of preschoolers by means of game activity. Students set priorities, define the goal, develop a plan of their own activities, anticipate the results.

DISCUSSION AND CONCLUSIONS

Thus, summing up all the above mentioned, we can state that training of the future teachers for theoretical and practical activity is impossible without awareness of the motivation that is formed in the process of educational-cognitive activity. Therefore, the teachers of higher education institutions face with an important task to form the ability of students to develop their own activity purposefully, according to their own motives, which will promote its activation, optimization and improvement. In the context of the problem under investigation, it should be noted that the effectiveness of the targeted motivation of the future teachers to form preschool children's health-saving competence by means of game activity will depend on: 1) the student's own instructions, desires and efforts aimed at developing reflection in the upbringing of a healthy lifestyle; 2) search activity, which will help to understand the value of game activity in the formation of health-saving competence of children of preschool age; 3) emergence of an incentive to achieve the goal, aimed at satisfying their own and public health-saving interests.

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